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ABSTRACT

Proceedings of the 1979 annual meeting of the Association for Continuing Higher Education concerning the topic of lifelong learning are presented. The past, present, and future of lifelong learning and the adult learner were considered in addresses and discussion. Workshops addressed the following areas: integration and development of adjuncts clinic; a problem clinic for private colleges; innovations in registration procedures; creative program development; the pros and cons of continuing education units; current problem clinic for old timers; adult learning research; women as a growing clientele; building basic skills with computer-based education (Control Data-PLATO); in-house counseling vs. external brokering; marketing and promotion; faculty control; government relations and lobbying; experiential learning; program evaluation; fund raising; rural evaluation; education for the handicapped; education for older adults; and continuing education for professions. Information on association business and changes is appended. (SW)

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Association for Continuing Higher Education

ASSOCIATION FOR CONTINUING HIGHER EDUCATION

AIMS AND PURPOSES

The Association was founded in 1939 to provide a forum for administrators of university evening programs. In 1973, the Association took a major step forward by changing its name and Constitution. This change provides for recognition of the total field of adult learning in higher education and emphasizes a broader educational base of programming for adults. In its brief life span, the Association has experienced remarkable growth and maturity. From an an original thirty-three members, it has increased many-fold and has expanded various classes of membership. The organization continues to provide an excellent forum for continuing education administrators, thus enabling them to come to grips with practical problems, but it now assumes a more ambitious role. As an acknowledged and respected spokesman of continuing higher education, ACHE dedicates itself to the encouragement and support of quality education programs for adults. Cooperation with other groups and national organizations will be strengthened and support will be given to legislative assistance in the furtherance of its goals. ACHE seeks and exerts an active leadership role in the changing pattern of American higher education.

William H. Barton, Executive Vice-President

Association for Continuing Higher Education

The University of Tennessee at Knoxville
Knoxville, Tennessee 37916

"LIFE LONG LEARNING: RHETORIC OR REALITY?"

PROCEEDINGS

OF THE

FORTY-FIRST ANNUAL MEETING

ASSOCIATION

FOR

CONTINUING HIGHER EDUCATION

TORONTO, CANADA

NOVEMBER 4-8, 1979

JOSEPHINE P. MEEKER
BROCK UNIVERSITY
Editor

This Proceedings
is dedicated

to

Howell W. McGee
Executive Vice-President
ACHE
1963 - 1979

with grateful thanks
for all his help
to all of us.

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PREFACE

The Huron Indians named their encampment between two rivers on Lake Ontario -- *Toronto* -- "a place of meeting" or a "land of plenty".

Toronto was the "place of meeting" for the Association for Continuing Higher Education gathered in Convention in November, 1979. It was a "land of plenty" in the number of delegates and institutions represented and in the abundance and variety provided by the Program Committee and the participants.

President James M. Ham of the University of Toronto, in his welcome, set the tone for the sessions when he said:

> *"I'll offer you three words as a guiding principle to what continuing education is eternally about . . . We are concerned with competence, with character, and with conscience. . . . I believe that continuing education can heighten and must heighten the quality of personal and social dialogue and contribute to the clarity of social and individual purpose. This is a fine and inspiring goal. I wish you a stirring and questioning time and I hope that you will drive your presidents to do something."*

And, so, on to Parnassus!

Josephine P. Meeker
Brock University
Editor

PART ONE

ADDRESSES

"THE VIEW FROM PARNASSUS"

Dr. Virginia L. Radley, President, State University of New York at Oswego, New York

Dr. Henry B. M. Best, President, Laurentian University, Sudbury, Ontario

Dr. Saul Fenster, President, New Jersey Institute of Technology, Newark, New Jersey

Dr. James Gollattscheck, President, Valencia Community College, Orlando, Florida

Dr. Edwin Young, President, University of Wisconsin, Madison, Wisconsin

The President of the Association for Continuing Higher Education, Lewis C. Popham, 3rd, introduced the moderator of the panel of presidents.

To moderate our panel of presidents this morning it is my pleasure to present to you the president of the State University of New York at Oswego, Dr. Virginia Radley. A graduate of Russell Sage College with graduate degrees from the University of Rochester and from Syracuse University, she has emerged as one of the leading educators not only in our state but in our nation. She has had a distinguished career in teaching. As an administrator she has won the respect of her colleagues. Her academic specialty is British poetry and she has written extensively including an excellent biography of Elizabeth Barrett Browning. I told her one time that my real love in English Literature was not the 19th but the 18th century and she said that's because I am a politician. I am delighted that she could be with us this morning and to present to you my colleague, my friend, and my boss, Dr. Virginia L.Radley.

Dr. Virginia L. Radley

When I first read the theme of your conference I was terribly flattered because in 1965 I gave a speech entitled "Climbing Parnassus" and I thought it had to do, as that speech did, with the rise in administration to those levels of unspoiled activity. During the panel presentations which you are going to hear I hope that we do indeed reach Parnassus, and view our promised land. We have four presidential presenters or muses, if you will, and I am going to introduce each before his presentation.

Introductions will be brief though the records of each is long.

We will start first with Dr. Henry Best, the president of Laurentian University. Dr. Best has done a good deal of work in, and is very active in, the advancement of Canadian Studies. I also noted with deep pleasure that he has been extremely active in promoting the arts. He has a number of publications and he is highly qualified, I believe, to speak to us from Parnassus.

Dr. Henry B. M. Best

I am musing as to which one of the muses I am.

It is always very pleasant to have greetings from various distinguished representatives of church and state. I have a feeling that these distinguished people have said already much that is important to say about continuing higher education and that those of us on the panel could go home. I think we already have a great deal to muse on, Madam President, and I thank them for that.

I have been asked to view "Lifelong Learning" from Parnassus, but I do not pretend to be an oracle, Delphic or otherwise!

The circumstances which place Laurentian University in a position of great vulnerability as we prepare to enter the 1980's, may be, when viewed from another perspective, the very challenges that if met, can carry our institution into a new era of development to reach its maturity.

We are a relatively small university with about 2,225 full-time students on our main campus, situated 250 miles north of Toronto in Sudbury, primarily a one-industry city in a region that has not been particularly blessed with advanced cultural enrichment. We operate in two languages, with a network of three affiliated colleges, approximately 80, 180 and 400 miles away, and a number of outside centres, including Moosonee and Fort Albany on James Bay where one of the courses that we have taught is the Cree language. We serve approximately 89,000 square miles in the northeastern part of Ontario, and a total of 6,443 full and part-time students in the present session. Government demographers have told us that this area will face a 30-40 percent decline in the 18 to 24-year-old category by the 1984-85 era.

A high percentage of our part-time students in recent years have been teachers taking credit courses to meet the requirements for their degrees. (We have about 2,300 part-time students taking courses from our main campus this session.) If any of my facts are wrong, our Director of Continuing Education, Dr. Gerard Lafreniere, is here to set me straight.

Since we are not in an expanding situation, opportunities for adding new blood to our faculty are limited, and the average age of our faculty members is steadily advancing. Government funding of universities in Ontario is primarily tied to enrollment, with financing on the basic income unit. The Council of Ontario Universities estimates that in 1979-80, Ontario will rank eighth among the provinces in the level of operating grant per student, providing $1,000 less per student than the average of the other provinces. That is not an encouraging picture!

What then are the challenges? The Council of Ontario Universities, constituted by the President and an academic colleague from each of the Universities in Ontario, is weary of being funded consistently below the inflation rate in recent years, and is realizing it must act as a collective voice to lobby the government for more support, and as well, make the general public aware of the needs of postsecondary institutions. The northern regions successfully pressed for a Ministry of Northern Affairs. This Ministry must be given the freedom to do its job in the realm of Research and Development as well as sewage systems. It must not be blocked from so doing for reasons of mere administrative convenience.

The citizens of the Region of Sudbury have founded a self-help group, "SUDBURY 2001", an up-by-the-bootstraps operation which had its origin in a conference on the Laurentian campus in April 1978 and which is exploring imaginative new ways to press for economic diversification.

We are reviewing different avenues to increase the percentage of local students attending our institution, and we are , of course, expanding our efforts to increase an awareness of our unique programs such as sports administration, translators, mining and mineral processing engineering, plus the advantage of close student/faculty contact, in an environment of a campus bounded by three lakes, a golf course, and cross-country ski trails, on 750 acres of scenic countryside. In addition to Faculties of Humanities, Social Sciences and Sciences, our Faculty of Professional Schools is comprised of seven schools and an interdisciplinary program.

We are very much aware that our future may well be tied to how successfully we, as an institution, will be committed to lifelong learning, and how flexible we shall be in breaking down the old traditional barriers around the conventional programs of the past.

Throughout the 1970's, the baby boom dominated the education scene. In the coming decade, the 25-to-44-year-old group will increase to 57 percent, from 47 percent of the work force. That proportion may go even higher if the rate of married women working continues to increase. There will be a squeeze on the best jobs, promotion, retraining, salaries and labor relations.

I, for one, get very impatient with the way the media distorts the contributions of higher education by tales of university graduates driving taxis. Statistics monitored in recent years prove consistently that the higher the level of education, the lower the unemployment rate. As of August 30 of this year the Labour Force Survey Division of Statistics Canada in Ottawa substantiated this correlation for July 1979.

Unemployment Rates in Ontario by Educational Level:

Elementary	6.3 %
Secondary	7.6 %
Some Postsecondary	5.1 %
Certificate or Diploma	4.3 %
University	3.0 %

Thus, given the current period of general employment difficulties, the employability of university graduates appears relatively good. In July, only 3.0 percent of those with a university degree were out of work, while 4.3 percent of the people with a postsecondary certificate or diploma were jobless. It is clear that university graduates are still favored in the job market compared to those in other educational groups.

Laurentian University is proud of its accomplishments in media courses in the few short years of its life. It has for several years been offering the largest university television program in Ontario, if not in Canada.

The reasons for Laurentian's initiative in this field are obvious if you look at a map of Northeastern Ontario. Trying to serve an enormous area with a widely dispersed population, Laurentian, a small university, simply did not have the human resources to offer courses in every town. Television provided a means of bringing university education to the people of our parish. It was fortunate that the Sudbury Television station, CKNC, had a coverage area which corresponded almost exactly to Laurentian's, and the station was keen to participate in the experiment.

In 1972, Laurentian offered Dr. Brian Kaye's course on Environmental Science by closed circuit and the response was encouraging. In the next year, 1973, the same course was broadcast. The success was immediate and 364 students enrolled. In subsequent years it became evident that people preferred broadcast television courses to those given by closed circuit, for which they had to travel to a school on a particular night.

Since that first course, Laurentian's television offerings have expanded year by year. Our Department of Geology received very good response to a course built around existing material produced by another institution (The Ontario Educational Communications Authority) and which made available to the people of the North a sound introduction to a better understanding of the earth on which we live. The academic quality of this course is beyond question, proof of which is given by the fact that both Athabasca University in Alberta and the University of Ottawa have accepted the course as part of their curriculum. We have recently received an offer from North Island College in British Columbia to co-register students in their institution if we can make the course available to them.

Our Department of Philosophy adapted the same idea and developed an introductory course in philosophy around the BBC production of Bronowski's "The Ascent of Man". At the same time, they became involved in the creation of a new and very promising program in Law and Justice. We have attracted to this program a man of international reputation, Patrick Fitzgerald, Senior Consultant to the Canadian Law Reform Commission, who is developing a correspondence course in Canadian Law for us. We have over a thousand students across Canada interested in taking this course to fulfil their requirements for the Canadian Appraisers' Institute. Other media courses in philosophy have also been developed.

The Anthropology section of our Department of Sociology launched its first multi-media course this past spring and plans to explore further courses. Our Department of Sociology has committed itself to the development of a full concentration via multi-media by the fall of 1980.

Our list also includes courses in chemistry, history, religious studies, native studies, biology, and psychology. We have also acquired a course on the Co-op movement from the Télé Université of the Université du Québec.

We feel that we have living proof that we have a faculty who can, when they want to, harness twentieth century technology to transfer traditional university courses into new learning patterns without reneging on the role of an institution of higher learning.

Our Centre for Continuing Education is currently reviewing the Open Learning concept. The concept of Openness does not recognize boundaries of space or time or nationality. We feel obligated to explore the possibility of offering students in our extended community, wherever they may be, by accident of geography, the opportunity to work towards attaining a full degree in an open learning fashion.

We recognize that among the important characteristics which distinguish universities from other social organizations is that universities, like many other academic institutions, frequently suffer from goal ambiguity. Not only are academic goals usually lacking in clarity, but they are highly contested. They are accepted only when left ambiguous and diffuse, but more important differences of opinion arise as soon as efforts are made to be specific.

I believe that in our particular constituency we are going to be successful to the extent that we identify the different elements that have learning needs, such as: the professionals who require retraining and upgrading, elderly,consumers, women, cooperatives, small businessmen, the poor. We must respond to the needs of the region, rather than simply to try to provide the services that we desire to offer.

We must be prepared to be more flexible where and when we deliver our courses. We must remember that although we offer programs in the evening during the winter and intersession, these are restricted to the students within commuting distance of the campus or one of the centers where we offer courses, and that summer session courses offered during the day are largely restricted to school teachers and housewives. A shiftworker is excluded automatically from the regular schedule even if he lives within a block of the campus or center. To partly circumvent this, our television courses are offered at two different times during the week.

In recent years, our offering of non-credit courses has been very restricted, since we do not receive government funding for them. However, for the past two years, with the assistance of a New Horizons grant, we have been offering a program for people in or nearing retirement.

I mentioned previously that we had fulfilled the baccalaureate requirements of the majority of the teachers in our region. We have been pleased with the response this fall to introducing a program for educators' needs at a higher level, a Master of Arts in Child and Development Studies. We are in the process of obtaining approval for a program leading to a Master of Business Administration. We have combined the strengths of two areas, Commerce and Physical Education, into a unique program with a limited enrollment,a Bachelor of Commerce in Sports Administration. Our School of Translators is built on the strength of a bilingual institution. Our School of Engineering has recently introduced Continuing Education courses for off-campus.

Ideally, responding to the needs of a changing society would be facilitated by faculty mobility. We have only had a few individual cases of this. I was impressed recently by an article from Carleton University listing several instances, and quoting one professor as saying, "There is no such thing as an autonomous discipline, and the boundaries set up between disciplines are really quite arbitrary."

Great efforts must be made, as we go into the 80's, to have our universities regarded as the important resource centers that they are. Too little thought has been given as to what all our universities can do, over and above the obvious role of developing well educated and otherwise qualified manpower. We must ensure that the people of our region are cognizant of our assets (human and otherwise), of those things that we have done well in the past, and of the ways in which we can contribute more effectively in the future. Faculty members must be encouraged to extend their basic research interests. At Laurentian, we put strong emphasis on research relating to the region. We must improve communication between the university, government, and the private sector, so that we are considered for grants for important applied research.

In May 1978, the federal government announced proposals to increase Canada's expenditures on research and development from 0.9 percent to 1.5 percent of the Gross National Product by 1983. The Progressive Conservative government has increased this target to 2.5 percent by 1985, a heady goal! We must not just await for the implementation of these proposals, but collectively press for them.

The scientists and engineers who will be needed for a 1.5 percent or a 2.5 percent of GNP national program of national research and development are not being trained, and Canada will not have in five years the personnel needed even for greatly reduced domestic or foreign aid research programs. We must diligently work for an improvement in the climate for research, in the renewing of research equipment of the university laboratories, in programs of effective university-industry interface, and in the priority given to five-year plans of the granting councils.

Among all the projections for a recession, there are some signs for optimism. Statistics for the third quarter indicate that there are more people than ever before working in Canada. After a good gain in June, employment moved up again in July, growing by about 6 percent on an annualized basis. This puts the number of jobs in Canada at 10.4 millions, or up 372,000 from a year ago, a strong annual increase of 3.7 percent. The labor force grew rapidly in the month, with the result the unemployment rate was 7.2 percent, the low for the past three years.

Our Association for Part-Time Students has been pressing for more financial aid for part-time students. While there has been some progress in recent years, the student generally has to be taking more than one course to qualify under the Ontario Student Assistance Program, and the Ontario Special Bursary Program applies only to those on a very low income, but it is a welcome benefit for a single parent in this category. Our part-time students are concerned that a dependent married woman cannot have her tuition counted as an income tax deduction on her husband's salary.

During the winter session, part-time students can take courses during the day or evening, so that we have faculty integration to a limited extent during that session. Attempts have been made to have integration of course load throughout the year, for both on and off campus, but we are at present engaged in certification negotiations, and it is too early to say how successful we shall be in this matter.

We must take our role of leaders very seriously in the universities. We must remember that both pessimism and optimism are contagious, and that beliefs have a way of becoming realities, when we work for them. We must be dedicated to our convictions about the important contributions our post secondary institutions will make to the 1980's, rather than fear the future.

That is my "View from Parnassus".

Moderator, Dr. Virginia Radley

I want to introduce at this time Dr. Saul Fenster, President of the New Jersy Institute of Technology. Until 1978, Dr. Fenster served as Provost of the Rutherford Campus of Fairleigh Dickinson University. For six years he was the chief administrative and academic officer of this campus. He has an expertise that has become more and more necessary to most public college and university campuses and some private campuses: he was the chief negotiator for the University collective bargaining agreements. He has published two very well known texts and a number of articles, and he has been very active in higher education in New Jersey. He has been the chairperson of the

Association of Independent Colleges and Universities and received an outstanding service medal from that New Jersy organization. He has been involved in master planning, a very sensitive area in some of our states. I introduce to you Dr. Saul K. Fenster.

Dr. Saul K. Fenster

When we consider the future of lifelong learning and focus upon the needs of the so-called new student publics, we of course deal with questions close to the core of the academic enterprise and critical to its future. In fact, a major benefit to be derived from the lifelong learning movement is the impetus toward reassessment of the cumulative affect of many decisions made over time within each institution and indeed the conventional wisdom within the higher education community as it has evolved over the decades.

In making its reassessment each institution will have to ask whether it is modifying its mission as part of an organic development of its own history, whether it is truly attempting to be reponsive, whether it is dealing with the realities of the awaited decline in the traditonal college student cohort, or whether it is embarking upon something truly alien to its traditions and its capabilities simply in order to survive. I mean to say survive. Survival is much to be desired as an end in itself. And there are those institutions that are really not interested in the lifelong learning movement. They are only flailing about in areas alien to their own tradition.

By way of a brief background, the New Jersy Institute of Technology is about to celebrate its 100th birthday. It has about 6,000 students enrolled in credit-bearing courses and about 1,000 students in non-credit continuing education courses. We offer programs from the certificate through the doctorate and have about 3,000 students on campus in full-time undergraduate study. We serve student populations in addition to the so-called traditional full-time undergraduates. I am impressed that more and more of us are saying the "so-called traditional student". I think over time we will begin to drop the adjectives and simply regard all of our students as lifelong learners, part of our mainstream of higher education.

In addition to the full-time 18-24-year-olds, what student publics will we continue to identify as requiring attention? Most certainly the undergraduates who wish to work while attending college on a part-time basis. For many years they have been a very important group within the urban university and somewhat taken for granted, I regret to say. We need to program a much wider range of services for this student group. Whether part-time during the day or part-time during the evening, these are undergraduate and graduate students who generally work full-time and attend school on a part-time basis.

A second very important category is made up of students who are re-entering formal education. Increasingly the students are women, who had made decisions to leave formal education but who now see possibilities emerging in higher education. They are seeking access to higher education. I use access here in its most generic sense. Institutions are willing, able, eager -- increasingly so -- to accommodate scheduling and other services for these individuals.

A third category is of students in work situations who require some continuing education for upward mobility. Technological professionals at many levels of expertise are seeking to refine and upgrade their skills and knowledge to maintain currency, personal satisfaction, and a sense of security.

Obviously these categories are not mutually exclusive.

As we examine the projections being offered us by the various demographers, the technological university has a special responsibility to the three categories of students. With a decreasing supply of high school students and a generally increasing aging population, we are reminded again that we are all aging. But over the next 10 years the average age probably will go up by about a year; that is a very insignificant change in demographics. Given a decreasing supply of high school students and a generally increasing and aging population, we are faced with the possibility of critical manpower shortages in the technological professions. It's something to which we ought to give particular emphasis. With energy and resource scarcity and the many societal concerns linked to a dependency upon technology and with a continuing service and consumption orientation of our society, it is likely that the need for well educated technological professionals will contiue to increase at a rapid rate. Thus, it is the responsibility of the technological university to work with industry and government to devise approaches which build upon what we have learned about the delivery of educational services and indeed to build new partnerships and new approaches in order to insure that the supply of technological professionals will keep pace with the needs of society.

We are not talking about a simple matter of institutional imperative here as in the case of affirmative action, whether it deal with race or sex or the handicapped or veterans. We are dealing with a new set of imperatives and they are the economic imperatives. The population is increasing. Through the year 2000 the population will continue to increase albeit at a diminished rate. The number of people in the 25-44-year-old age bracket within the next decade will increase by something like a third.

In terms of meeting this challenge, some persons can be upgraded, some can be made more effective. Some employers can use their personnel more effectively. Some employees can be identified for special attention by their employers for full-time or part-time attendance and with full pay. There are many possible approaches. I'm sure there are some that we have not tried before.

With respect to mainstreaming, at New Jersey Institute of Technology we feel that we have in fact been mainstreaming for some time. Our full-time faculty do, in fact, have assignments in the part-time program of teaching undergraduate and graduate courses. Our full-time faculty do have assignments teaching non-credit courses. We wish to establish leadership in the job of teaching on campus and off. As a statewide institution we serve clientele distant from the campus.

We wish to continue our thrust towards flexibility in terms of time and with the focus predominantly upon credit-bearing courses. Recently we have strengthened our relationships with community colleges to provide sound introductory programs and better articulation than in the past. Flexibility in scheduling courses requires a conscious total commitment of an entire institution.

There are principles of teaching which are especially relevant to the lifelong learner. The subject matter must be up-to-date and presented with a variety of approaches. Faculty must be increasingly aware of and sensitive to the external influences upon this population. These include family pressures and responsibilities and their employment situation. Faculty must be educated to appreciate and respond to the differences bewteen the adult learner and the so-called traditional student. The new clientele have motivations and responses which in some ways differ from those of the traditional student.

While the subject matter must be pertinent and current, faculty must take into account that there may be significant gaps in the student's knowledge. We usually can assume, but not always, a smooth progression of learning by traditional students in traditionally structured programs; we are likely to encounter a less consistent response from the lifelong learners. They may grasp one aspect of theory with little difficulty only to demonstrate limited comprehension of a corollary or related concept. Particular care must be taken in making assumptions about the background of the new lifelong learner. As to how we can best respond to the needs of the lifelong learner and the society which requires his or her services, a combination of approaches are used. We have advisory committees, a continuing reassessment of programs, co-operation with professional societies, and co-operation with local industry. We also are considering consortia with other institutions in developing new approaches to teaching and learning, including expanded use of educational technology. We are considering, too, the construction of a continuing education center, a stucture to house continuing education, and the offering of joint programs outside the geographic area of the institute. We have expanded student support services to the lifelong learner.

With respect to scholarships and other forms of financial aid, the primary financial need relates to direct expenses -- tuition, books, and transportation. The federal government has begun to recognize the need for those attending at least half-time. No state or institutional assistance, however, is available. The movement toward co-operative education offsets some of the need for local scholarship or other federal aid. For the non-credit learner, most employers provide tuition remission. For those courses for which the employers will not, we will consider an adjustment of rates.

With respect to faculty, research emphasis, tenure and promotion, our major thrusts are likely to continue as they have. This is not to say that current policies and practices ought not to be examined closely to see whether they provide equity to faculty with a major emphasis away from traditional research and scholarship. Not to be overlooked are the many opportunities for research and publications in fields related to educational technology and continuing education.

With respect to state funding, it is anticipated that funding on the basis of full-time equivalency will continue into the immediate future. This of course has a very important bearing upon the part-time learner, We're happy to report that in New Jersey, certain aspects of the budget have been constructed on the basis of headcount rather than full-time equivalency. It is a very important departure for the lifelong learning movement. A part-time student, as you know, requires full-time attention of a counselor or advisor not an equivalency type of attention. Not-for-credit-programs pose special problems and opportunities. They operate on a break-even basis outside of state mandate or state policy. They are different from the student basis of full-time equivalency. It might be helpful, in terms of incentives, if academic departments could benefit more tangibly from non-credit courses. These are, of course, matters under current review at the Institute.

Finally, in terms of the view from NJIT, which is approximately 100 yards south of Parnassus, our mission, is closely related to the technological manpower needs of our state and beyond the borders of our state. Our alumni are currently employed in all our states. Just as the land-grant colleges serve so well the needs of the nation during the present century, it is our hope that the urban technological university will become an increasingly important societal resource for the next generation and the century ahead.

We look forward to the passage of Title Eleven of the Higher Education Act. It would create an urban university program, parallel to the land-grant university program, to assist urban universities in augmenting their technical assistance programs to urban communities. In one form or another, on-going education will become increasingly important because society's needs and expectations will continue to experience change and growth. Really, the next 20 or 30 years, ladies and gentlemen, is yours. Good luck!

Dr. Virginia Radley

Let us now hear from Dr. James Gollattscheck, the president of Valencia Community College, who is a native Floridian having received his bachelor and masters degrees from the University of Florida and his doctoral degree from Florida State University. He has served as a superintendent of schools and he has a great many association memberships. He is vice chairman, for example, of the Board of Directors of the Association of American Colleges. He is also a member of the Commission on Academic Affairs of the American Council of Education. Further, he serves as a member of the advisory committee for the lifelong learning projects of the American Association of Community and Junior Colleges. He, too, has published, and one of his honors was that he was named Man of the Year by the National Council on Community Services and Continuing Education. Dr. Gollattscheck.

Dr. James Gollattscheck

Parnassus was sacred to the ancient Greeks for several reasons. It had the Oracle of Delphi who could foretell the future. And it was where the god of wine, Bacchantes, lived; his followers regularly held drunken festivals there. I suppose that one's view from that fabled mountain be clear or rather foggy depending upon one's reason for climbing the mountain in the first place. Only time will determine the clarity of our several views into the future of lifelong learning.

For my part on this panel I want to describe to you an institution I see on the rather distant horizon. It is an institution with some familiar aspects but on close examination I think we will see that it is quite different from any college existing to-day. I will call this institution the "community renewal college" because it has taken as its primary mission the continuous renewal of all the citizens in its community through lifelong learning.

Now the concept of lifelong learning is not new and you may well wonder what is so amazingly new about this so-called "community renewal college". Wouldn't any institution qualify that is concerned about providing lifelong learning opportunities for people. I'm afraid not.

At the present time concern for human and therefore community renewal is more talked about and written about than practiced. A basic reason for this gap between theory and practice is that few institutions have completely thought through and developed an adequate working definition of lifelong learning that is more than superficial. Few institutions have been willing to completely rethink their view of postsecondary education and that is what an understanding and acceptance of true lifelong learning or community renewal requires.

Most who have attempted have been content to take the traditional "higher education" and redefine or adapt one or more parts -- the mission, the content, the students, or the delivery systems involved. To see this unique system in its totality one must look at it from at least three different points of view. First, its philosophy of education; second, its planning system; and, finally, its program of educational activities.

This institution I see is based on a rather daring philosophy of education. At its simplest level, the value system of the "community renewal college"places the learning needs of the student above the teaching needs of the institution. This may sound very commonplace at first but when one considers it in light of all of the history of higher education, it is indeed quite revolutionary. Does one really mean that the college is to decide what to teach? Does one really mean that students can demand to be taught what they want to learn? In the community renewal institution the answer is yes! Critics immediately cry "What? No degrees? No mandatory general education? No graduation requirements?" the answer again is yes, in all cases. Yes, for those who want or need them. The difference is that the community renewal institution offers alternatives. It recognizes that not everyone needs to learn the same things at the same time in life.

Some of you may be familiar with the anonymous fable of the Animal School.

> Once upon a time, the animals decided they must do something heroic to meet the problems of a "new world", so they organized a school. They adopted an activity curriculum consisting of running, climbing, swimming, and flying. To make it easier all animals took all the subjects.
>
> The Duck was excellent in swimming(better in fact, than her instructor), and made passing grades in flying, but she was very poor in running. Since she was slow in running, she had to stay after school and also drop swimming to practice running. This was kept up until her webbed feet were badly worn and she was only average in swimming. But average was acceptable in school, so nobody worried about that except the Duck.
>
> The Rabbit started at the top of the class in running, but had a nervous breakdown because of so much make-up work in swimming. The Squirrel was excellent in climbing, until he developed frustration in the flying class because his teacher made him start from the ground up instead of from the tree top down. He also developed charlie horses from overexertion, and then got a C in climbing and a D in running.
>
> The Eagle was a problem child and was disciplined severely. In the climbing class he beat all the others to the top of the tree, but insisted on using his own way to get there.
>
> At the end of the year, an abnormal Eel that could swim exceedingly well and also run, climb, and fly a little had the highest average and was the valedictorian.
>
> The Prairie Dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their child to a Badger and later joined the Groundhogs and Gophers to start a successful private school.

Not only are most institutional requirements based on the assumption that all students should be taught the same things, most are also based on the assumption that a person will receive all of his education during his school and college days. The community renewal institution, on the other hand, assumes that learning will be continuous throughout life. Specific requirements become less important when learning opportunities are to be made available at every point in an individual's life.

The community renewal institution I see recognizes that not everyone wishes or needs a two-year or a four-year degree. It also recognizes that many people do. It further recognizes that even those with degrees need renewal opportunities throughout their lifetimes. It places its emphasis and concerns on the issue of learning, not on degrees, credits, and credentials. As Theodore Hesburgh commented: " At some point there has to be a realization that the aim of all this education is learning and knowledge, not the degrees gained." (From Patterns for Lifelong Learning: A Report of the Explorations Supported by the W. K. Kellogg Foundation. San Francisco: Jossey-Bass, 1973, p.x.). In other words, the community renewal college delivers the kinds of education community members want and need, not what educators think is good for them.

The true community renewal community college is dedicated to the proposition that human renewal -- the upgrading of every citizen in the community -- is its primary and overriding purpose. The community renewal institution, therefore, gives the highest priority in its value system to providing for the continuous renewal of the community through attending to the lifelong learning needs of all the community's individuals.

Every educational institution must address itself at one time or another to the two-fold philosophic and value-loaded question, who should learn what -- the age-old problems of admission and curriculum. The appropriate answer to the first part of the question is quite clear in terms of the "community renewal college." It recognizes all of the individuals in its community as potential students.

The answer to the question of what these learners should learn is based on yet another question, what do the learners need to know? The community renewal college adopts as its curriculum those competencies, both knowledges and skills, that its learners need to have to be effective, productive citizens in the community, recognizing that needs change and that individual renewal is a never ending process.

This new role is simply one more logical development in the evolution of postsecondary education. The walls of the medieval university protected knowledge from the intrusion of the world. Modern universities relaxed that tradition somewhat -- making knowledge available to those who could afford it or profit from it. Community colleges made knowledge available to all and even went into the community. For the most part, however, even the most community-oriented colleges took campus-developed programs into the community or provided educator-developed services to the community. A true community renewal college is more than an agency servicing the community; it is a participant with the community in the continuous renewal process of the community.

A second and very important characteristic of this new institution deals with the planning processes by which the institution develops its curricula. Community renewal education requires that the community be involved in all steps of planning. Ultimately, the term "community renewal college" implies more than anything else a special relationship between the educational institution and the community -- a relationship in which the institution determines its direction and develops its programs throughout interaction with the community. It is a relationship in which the college abandons its traditional role of provider of services for the community and becomes instead a cooperator with the community in providing services for the renewal of individuals and institutions within the community.

The third unique aspect of this "community renewal college" relates to the implementation of its missions, goals, and objectives through its curriculum, its programs, and activities. The educational programs of "community renewal colleges" will be as varied as the institutions and the communities they serve, for if they are community-based they will have been developed through mutual interaction between the institution and its community.

While it would be impossible because of such great diversity to describe the programs and activities of "community renewal colleges", there are common characteristics:

1. the curriculum will be based upon carefully documented needs of individuals, groups, and institutions in the community;
2. the college will work with individuals, groups, and institutions in the community in planning, conducting, and evaluating its curricula;
3. the college's programs will be accessible to all in the community who need them;
4. programs will be based on competencies and skills that are needed, rather than traditional credits and degrees except where such credentials are basic to satisfaction of individual and community-learning needs;
5. every attempt will be made to adapt methods of instruction to the needs of the great diversity of the learners.

Concern for the three most important elements in community renewal education -- that of lifelong learning, individual and community renewal, and competency-based education -- is not as new as one might think. In 1959, 20 years ago, Margaret Mead recorded her view from Parnassus and called for a new type of educational institution when she wrote: (and keep in mind that this was long before *Future Shock* awakened many of the rest of us not as perceptive as Dr. Mead)

> "When we look realistically at today's world and become aware of what the actual problems of learning are, our conception of education changes radically. Although the educational system remained basically unchanged, we are no longer dealing primarily with the vertical transmission of the tried and true by the old, mature, and experienced teacher to the young, immature and inexperienced pupil in the classroom...What is needed and what we are already moving toward is the inclusion of another whole dimension of learning: the lateral transmission to every sentient member of society of what has just been discovered, invented, created, manufactured, or marketed ... Is not the break between past and present -- and so the whole problem of outdating in our educational system -- related to a change in the rate in the rate of change? For change has come to be so rapid that adjustment cannot be left to the next generation. Adults must -- not once, but continually -- take in, adjust to, use and make innovations in a steady stream of discovery and new conditions... What we call the lateral transmission of knowledge... is not

> a sharing of knowledge by the informed with the uniformed, whatever their ages. The primary requisite for the learner is the desire to know." (From "A Redefinition of Education," National Education Association Journal, 1959, p.15-17).

In 1964, John Gardner, another of the early futurists, expressed in his book, *Self-Renewal; The Individual and the Innovative Society,* equal concern for the renewal process when he wrote:

> "Unless we attend to the requirements of renewal, aging institutions and organizations will bring our civilization to moldering ruin. Unless we cope with the ways in which modern society oppresses the individual, we shall lose the creative spark that renews both societies and men. Unless we foster versatile, innovative and self-renewing men and women, all the ingenious social arrangements in the world will not us." (From *Self Renewal: The Individual and the Innovative Society.* New York: Harper and Row, 1964, p. xvi).

Gardner believed that only individuals are capable of self-renewal and that only as our people are renewed can our social institutions be renewed.

From my perch on Parnassus, whether my vision is Delphic or Bacchanalian, I see that everywhere men and women are beginning to realize that the education they received in the past, regardless of how little or how much, cannot sustain them for long in a time of rapid change. They sense that the world in which they live is no longer the world they have known, that the nation is undergoing deep and ever-accelerating changes, and that even the community or neighborhood in which they live no longer offers the comfort of continuity. They realize that unless they take preventive action, they will become obsolete as people. They are discovering that if they wish to remain in touch with the reality of an ever-changing present, they must change themselves. The only way to survive in a world where so much is new every day is to develop a process for continuous self-renewal. They are demanding opportunities for renewal and leadership to show them the way.

With or without our help, through our institutions or through others, they will create the equivalent of the "community renewal college". They have no choice. It is society's only hope of survival.

Dr. Virginia Radley

And now to introduce to you the president of one of the large university systems in our country. Dr. Edwin Young received his baccalaureate and masters degrees from the University of Maine and his doctoral degree from the University of Wisconsin. He served on the Wisconsin faculty, became chairman of the department of economics at the University of Wisconsin, and then dean of the college of letters and science at this same university. He was president of the University of Maine, and then chancellor at the very distinguished University of Wisconsin campus at Madison. Finally, he became president of the entire University of Wisconsin System. I know that Dr. Young has made up his mind to go to Parnassus .... and stay there.

Dr. Edwin Young

I was delighted to be invited to join you. I've been part of -- but more on the periphery -- of continuing education for a very long time. I go back to the time when the young instructor eked out his livelihood by teaching on Saturday mornings for $15 per credit, or something of that sort. I recall my first class in economics. The people were women who I thought of as middle-aged at the time. They really were very young now as I recall. They were completing their degrees and one of them had been a teacher of mine when I was in grade school. After the second meeting she said to me, "Edwin, don't you understand why we are here? We're not very interested in economics, but in order to get a raise we have to take your course."

Then I went to Wisconsin where I came under the tutelage of Lauren Adolphson, one of the great names that you will recall in continuing education. He built at Wisconsin what I think is as good a continuing education program as exists in the country. I got thrown into it as director of the school for workers. Teaching workers how to organize was a very controversial activity at the time. I got out of it as quickly as I could because I was not really very well trained for that particular thing.

You're in a very exciting time of continuing education. I think it is really coming into its own. I hope that the promise is not so great that it can't be achieved.

The mainstream of higher education now looks to continuing education as its salvation. I hope that you will treat your more conventional colleagues better than some of them have treated those of us who have been in continuing education from time to time. They look upon continuing education in part as a job security. I think you have to take them by the hand and make them very much aware that it is much more than that. At the same time you have to live with them.

I really think that extension and continuing education have to be extensions of universities. Maybe there are programs outside of universities but when it's called extension I think it must be taking the university out beyond the walls rather than building, as we are doing at Wisconsin, a separate faculty who are highly trained and experienced and who have developed techniques in dealing with adult learners that many faculty members don't have. I hope that you will exploit -- exploit is a good word in economics -- the resources that are now becoming available to make education widely available.

You probably realize that I have thrown away the written answers to the questions that were given to us. My colleagues have more than answered those so I will talk very briefly about a few things that I think are, or should be, of concern to us.

One of my colleagues talked about the economics. Economics is a situation in which one cherishes and develops to the utmost the most scarce resources. In a land with a heavy population and small amount of land, the land is a valuable asset and it is guarded. The people are less valuable. Somewhere else, where capital is scarce, capital becomes the important thing. To us in North America, particularly Canada and the United States, young people are the scarce resource and are getting scarcer. And for the welfare of the society we must educate them and train them to the utmost for the sake of our own future. If one is to have continuing education one ought to have education to start with. I want to talk a little bit about what I think that ought to be. You see, I lived through the period of the late sixties and early seventies where the demand was for relevancy. Nothing turns out to be more irrelevant than what young people at that time thought was relevant. I have some notions about relevancy. I think the most basic things are relevant. I believe that to allow any young person to grow up who has not had an opportunity to get the best education and best training he can use and benefit from is a serious matter.

My colleagues who came before me and I wouldn't exactly agree on education, although I think we come out at the same place in the end. I would argue that in order to meet the community problems of today one must have a very basic education. The kind of education we ought to give young people is related to the kind of equipment we would prepare for a traveller exploring a very strange and difficult land. It would include the most fundamental of tools. Everyone should know how to read. Everyone should know some mathematics. Everyone should know some science. How can one talk intelligently about the nuclear age and whether we should have nuclear plants or not. without having the fundamental tools. Some persons have no notion about chemistry. Sometimes those who talk loudest know the least and that doesn't bring about the best public policy. How can one continue to learn if one hasn't got this basic preparation. So I don't think that we should provide classes for people for what they think they want to know. Rather, we should use what thay think they want to know to bring them back to learning the things that they can build on, over and over again.

I would hope that in our continuing education activities we would insist that because of someone's interest in a particular subject we bring them back to some basic education.

We cannot trust continuing education to us educators. Most of it's got to be done by individuals through the media, through journals, through television. They must be prepared for that.

I would hope that we will not become generalists. Each of us should not think that he can teach everything and anything. We should use the specialists, use the people who know.

I hope that continuing educators will be a new support for research because the best research does come out of the practical problems of the community and the lives of people.

I guess that I would say two things in conclusion. One is that we not promise too much. One of the faults of higher education in the fifties or sixties, one of the reasons we are in such difficulty now in the public mind, is that we promised all things to all people. Let's not do that. Let's deliver more than we promise. The second is that we work diligently at exploiting our more traditional, orthodox colleagues so that the people of our nations will talk common languages, will speak with some knowledge of their history and where they came from, and will know something about the nature of science and the nature of the world in which they live, and above all, that they will know something about the great philosophies that have been handed to us. So I want you to become basic educators because a basic education is necessary all the way.

Dr. Radley

We have time for questions from the audience. Who would like to be first?

Question:

I am delighted at the success that we have had as a group and as a couple of nations in sensitizing these presidents to what we are doing. But, given all of that, I am wondering if the four presidents can tell us some very specific things that we can use to get our repective presidents to bring the power and persuasion of their office to bear internally on our own campuses, to help us move traditional faculty members into doing the kinds of things that you and we are talking about at this meeting. The question is how does one sensitize the president muse?

Answer:

On a political plane, it might be well to inform faculties that when institutions provide programs in continuing education both credit and non-credit, they in fact broaden the political constituency of the institution. I am not talking about this as being a prime motivating factor. It is a political reality that in broadening the political constituency of an institution inevitably there is a relationship to the funding bases of the institution. I am talking now specifically about publicly supported institutions. There are some pragmatic relationships between the funding basis of institutions of higher learning and the general security and welfare of the full-time faculty. It is not an abstraction. There is a direct connection. Of course, we can provide a rationale on less pragmatic and perhaps more spiritual, moral, educational, philosophical and other bases. But, at least one very pragmatic base has to do with funding and continuity. I think we are all practical enough to realize that we have to start with the pragmatic. It's a question of job survival very often for our faculties. Later they will discover that the real basis for what they did was in much more philosphical and moral reasons.

In the University system in our state, one program that never gets its funds cut, that gets almost anything it asks for, is the agricultural extension program. If you look at why, it's because extension has been out in the field providing the kinds of things that people need. They have a tremendous political constitutency out there that would march on the legislature and take it apart limb from limb if they tried to cut it back. This is one of the things that I think we have very frequently failed to do in continuing education. We have not mobilized our constituencies and got them involved in helping to spread the word. When you serve people then people become more active supporters of the college and everyone benefits.

Question:

I first heard the gentleman from Florida talking about the need for community involvement in planning and determining what the university or the community college will do in the way of identifying interests and needs in the community. I found myself agreeing wholeheartedly with what was being said. And then I heard the gentleman from Wisconsin who seemed to be saying something quite contradictory. The determination of what we do, he said, should come primarily from those knowledgeable persons within the university community. I found myself again wholeheartedly agreeing. So now we come to my question. How do I resolve the conflict.

Answer:

Madam Chairman, may I suggest that he go to the top of Parnassus and sit there for a while. I think that is the only way he is going to do it.

I don't think that we are very far apart at all. I think it is just a matter of emphasis. I stated that I think we must involve the community in what their needs are if we are going to be involved in community renewal education. And I have defined continuing education and lifelong learning as more than taking a college course out into the community. I'm talking about meeting the needs of the community. For example, at our college we have a program for the elderly blind. There is a program for displaced homemakers, a program for people in the community with all kinds of varying needs. Our town has a great many retired and elderly people. I don't think taking our course in biology out into the community will meet the needs of senior citizens. Now I also said that I think we are talking about the kind of education people need to be effective citizens and I will quickly hasten to add that I think that certainly includes literacy. I said we are involved in a one-to-one-adult literacy program at our college so I would not at all exclude the courses and programs that I think are basic to education for effective citizenship.

I thought my remarks might be good pedagogy that would arouse some differences between us. I would not push a program about how to live happily in a retirement home on elderly people in a retirement home. I would try to persuade them that a good course in medieval history might be more exciting and do more for them than advice from our faculty, who might not be prepared very well. Now if they need help on technical matters, I would make it available. Recently, we had an election in Madison. There were four candidates for mayor and they all visited various retirement homes. Finally, one lady got up and said, "We're sick and tired of having you come and tell us what you're going to do for us old people. We want to know what you are going to do for the society we live in, the town we live in. We don't want to be singled out. We don't want to be treated differently". Exciting continuing education programs deal with history, with culture, with paintings, with music. These are things that people of every age want. And so I think that I have to respond, as my colleague suggested, to community needs, but we must lift aside what the community thinks it needs and give them a taste of first-class food. Too many people are eating at quick-food joints these days.

Question:

How do you see your role in enunciating institutional priorities as they relate to lifelong learning, and how do you involve yourself? Would you suggest to us a model that will solve the problems we all face in overcoming the eminent domain claimed by academic deans, graduate deans, faculty committees and department chairmen.

Answer:

To begin with, the individuals you cited are, at the Technical Institute, as far as I know, all involved in long-range planning exercises. They have some fairly ambitious notions on the role of continuing education and all of the things that we have been talking about. So what you describe as a possible dichotomy in terms of objectives turned out to be something the faculty, administration, administrative staff, and others at the Institute did not regard as contradictory. What evolved was a document about which there was some unanimity. There were no minority reports about the role of continuing education. I think they regard it as somewhat integral with the overall mission.

I think what we need to do as administrators is to demonstrate that our budgetary allocations in fact support our pronouncements of support for the long-range plan. I hope that from the administrative point of view we continue to provide support for continuing education in terms of administrative needs, support needs, and all the rest. I think by doing more than we are saying we will gain additional support from the faculty.

During the 60's and early 70's in the University, the long-range academic planning was a very busy process, a delightful process. Academic planning at a time when the student population and the support from the government is going down is at times an almost impossible process. To put academic deans together and expect them to in fact plan how they are going to withdraw is a very painful and a very difficult process. But I think that the acceptance of the role of continuing education on our campuses is very much greater now than it was even just a few years ago.

I would like to take this time to say that in academic planning the important thing now is that we have to move from the stage of simply offering courses on a part-time basis because they are available, to a stage of trying to put part-time students on as equal a footing as possible with full-time students. When they register at the university we can say, in the next five years, we are going to offer you a program not just the crumbs from the table. We are offering not just the courses with a professor X who didn't have a very high enrollment last year and we don't know what to do with him, and a professor Y who had some time because he happens to like doing it. We get a very odd kind of combination of offerings on that basis. So that's where the planning I think, comes in. It's difficult to persuade the deans in more traditional areas to respond. Now, I happen to have come to Laurentian from an area-- and I guess the only one in Canada-- where the college for part-time students had a separate faculty. It was founded as a separate faculty with its dean who was on the same basis as the dean of arts, the dean of science, the dean of environmental studies, law, etc. He had the same academic standing. We don't have that now at Laurentian. I think we should, and the candidate for the job is sitting in the audience. I'm not only saying that because he's here. Traditionally at the University that I am at continuing education was an administrative post, not an academic one. It couldn't go quite that far. I think that we must get there. It's symbolic, if you like. It's very important in our planning for continuing education to be on the same academic footing as the traditional faculty.

I think it is very important that the president provide leadership and demonstrate it through allocation of funds and the setting of priorities. It is a little bit easier in a community college. At our college already the average age of students in credit programs is 29 and a third of our students attend only evenings. There are about 15 thousand students enrolled in non-credit courses. It's a little bit different as a comprehensive community college than as a university or liberal arts college. But, I think it is a matter of providing priorities, providing recognition, and then just going ahead and doing it. I think if you wait for everyone in the college to become involved, to get into the philosophy of continuing education, it'll never happen. I think you simply have to go ahead, and then perhaps the word of your actual projects and activities spreads rather than just your speeches to the faculty at faculty meetings.

We make no distinction between part-time and full-time students for credit courses. Our way of getting at it is to extend the day. We have classes running late in the evening. We have discovered that so-called full-time students are attending some of these classes. We made the opportunities available throughout. We made the day longer. That's the way we have gotten at the problem.

Dr. Radley:

Thank you very much. I'm afraid that we have run out of time. In as much as I'm a Russell Sage graduate I have to say that I learned, when I chaired English at Sage, that the continuing education division was autonomous, separate, with its own budget. And I now tell Pete Popham at Oswego, "Now, Pete, don't let that faculty push you around. We've got a different mission here. It's going to be a quality mission, but separate is the way it's going to be".

I don't have all the answers and we do get some static, but so far we've survived.

I want to thank the panelists, I want to thank the audience, and I want to thank the people who invited me to be a guest here.

"LOOKING BACKWARD - LOOKING FORWARD"

PRESIDENT-ELECT'S ADDRESS

PRESIDING: *ACHE President Lewis C. Popham, 3rd*

SPEAKER: *ACHE President Elect Gail A. Nelcamp*

Thank you President Popham and thank you, ladies and gentlemen. And may I extend a special thanks for your confidence in electing me to follow Pete Popham as President of ACHE.

I must admit that, in addressing you to-day as President-Elect, I feel a special sense of pleasure. It isn't that Ohio's first faculty strike at a state university -- the University of Cincinnati -- has now ended. (It did, and just in time to allow me to come to Toronto with a clear conscience). Neither is it that over 95 percent of the Evening College faculty continued to teach their classes during the strike -- which reinforces what many of us know about the allegiance of faculty to their continuing education students.

My pleasure is derived from the fact that continuing education and the Association for Continuing Higher Education have a very personal meaning to me. First, I received both my baccalaureate and masters degrees as a result of Evening College attendance. ACHE, on the other hand, has been one of my living textbooks for my career in continuing education. Thus, I feel a bit like the first day I stood on the opposite side of the lectern and taught an Evening College class.

Secondly, without knowing it, ACHE has continued a tradition -- that of electing University of Cincinnati educators as President.

When a group of Evening College administrators first broke away from the Association of Urban Universities to form the Association of University Evening Colleges, (ACHE's former name) Vincent H. Druffner served as the fledgling organization's first president. That was in 1939 in New York City. A few years later in 1944, when AUEC met in Pittsburgh, the President was another alumnus of U.C. Evening College. His name was Norman P. Auburn, whom many of you will remember as the long-time president of the University of Akron.

The University of Cincinnati's third contribution to the organization was Frank R. Neuffer, who served as Dean of our Evening College for over a quarter of a century, until his retirement a few years ago. Frank was President of AUEC in 1949-50 and presided at the Denver meeting.

It took us thirty years this time, but here we are again.

With this history as a framework, I couldn't resist reflecting upon some of the differences that we faced in our various terms of office.

Vincent Druffner, of course, was facing more than just the creation of a new organization. The 25-30 members who began AUEC in 1939 were pioneers in the development of a whole new wave of educational endeavors and they did so in an economic and political climate that would make many of us cringe. Yet, as far as I can tell, enrollments in this period were rather high, indicating a counter-cyclical impact of some type.

The AUEC of Norm Auburn's era of the 1940's faced a different set of problems. The depression was on its way out because of the war -- that is World War II for those of you who do not go back beyond the Korean Police Action -- was in full force. So were a whole variety of special programs relating to the war effort. For example, undoubtedly as a result of his Evening College position, Norm Auburn was placed in charge of citizen's defense schools and had the task of directing the training of approximately 30,000 civilian protection workers.

According to various issues of the AUEC *Evening News* in late 1942, Norm was not alone in this type of activity. Many of the colleges represented were offering special non-credit classes in first aid, incendiary bombs, fire protection, war problems, propaganda analysis and air raid warden training. Administrators had to face the special problems of what to do about refunding tuition to students who enlisted or were drafted, and whether to grant credit for mid-term enlistments. I do not doubt that some of you faced similar problems in later years.

Each of us has enrollment problems now. But, in contrast, their's were devastating. Between the first semesters of 1941-42 and 1942-43, the total credit enrollments of some of our member institutions dropped by over a third. For example, according to figures reported to AUEC:

- Enrollment at the University of Pennsylvania decreased from 2695 to 1320 students, a 51 percent decrease;
- The University of Southern California experienced a 40 percent decline, falling from 2922 to 1737 students;
- Brooklyn College and CCNY experienced 34 percent and 32 percent declines, respectively;
- The University of Detroit took only a 15 percent decrease, with enrollments falling from 203 to 171 students.

Primary reasons given by the deans for the enrollment decreases, in rank order, included:

1. the pressure of over-time and shift work;
2. former and prospective students called to armed service;
3. competition of tuition-free courses;
4. gas rationing.

But, things could have been worse. Statistics hide facts. Thank God for Rosie the Riveter! For, as the men left school, or failed their classes because of heavy over-time, the percentage of women increased. For example, statistics of the same period show:

- 14 percent of the students at Boston College were women;
- for Brooklyn College, the figure was 45 percent;
- the University of Denver increased to a 68 percent level;
- Omaha University rose to 74 percent;
- University College of Northwestern increased to 75 percent;
- and, Stan Gwiazda, would you believe that even Drexel felt the

change -- 99 percent of its students were men -- but the other one percent left their mark in history.

I am sorry to report that there was, what some might consider, price gouging during the period: Denver raised tuition from $4 to all of $5 per quarter hour that year! Most, however, held their fees stable.

By the time Frank Neuffer assumed the presidency in 1949, the war was over and we were into the bulge days of PL 346 -- otherwise known as the G.I. Bill. U.C.'s enrollments had increased from the low of 3800 in 1943 to a new high of 8120 students in the Autumn of 1950. As an organization, the various representatives of AUEC reported serving a total of approximately one half million people.

The composition of AUEC had changed too. The proceedings of the Denver meeting reported an increase to 60 members, 9 wives -- and no spouses -- in attendance. I didn't check but I can assure you the number of ladies in the assembly was negligible.

Major topics of discussion at the Denver Convention included: general education in the Evening College; cooperation with business; recruiting and new courses; public relations and publicity; and, accrediting problems. For a moment, I thought I had picked up a current publication!

One of the most striking facts about this and earlier meetings was the high degree of personal dialogue in the meetings. Our current emphasis upon "nuts and bolts" was born in this era. By the way, our *Proceedings* editor, Jo Meeker, and the Recorders will be interested to know that the *Proceedings* gave a verbatim record of the entire conference. Members of our Finance Committee will appreciate the discussion regarding finances that took place in that year. The treasurer reported a balance of $500. Although institutional membership dues had been raised the year before from $5 to $10 per institution, it really hadn't helped to increase the bank balance. Thus, an increase in fees was recommended.

So much for the past. Now, 30 years later, ours is a time of particularly difficult challenges. Where have you heard *that* before? Probably from every President of every organization to which you have ever belonged, and that includes several Presidents of ACHE.

Yet, just as it honestly was true for speakers of those organizations, it is true for ACHE today. The typical administrator of an evening college, community college or other continuing education organization is facing a wide variety of pressures -- from within -- from without -- from above -- and from below.

* We are pressured by central administrators who desire greater institutional financial stability. Translated, that means more money from the evening college or continuing education to balance out problems in other areas. I am pleased to say that my own President, who has a continuing education background, has not turned to the Evening College to compensate for the short-fall in finances from units with decreasing revenues. We exist for other reasons. Unfortunately, however, thare are many institutions throughout the United States who are developing continuing education programs, not to serve the needs of the adult students but, to finance the continuation of their primary programs. We have a strong missionary role to play in these instances.

* Similarly, there are pressures from faculty senates, colleges and departments that covet the financial resources and profits of our operations. This, of course, could be the subject of an address all its own. For the moment, let's merely recognize that units which desire our income must also be willing to fulfill the broad functions which are responsible for the creation of that income.

* We are being pressured more than ever by students who want a quality education at a fair price. And, this is appropriate. They should expect no less and we should offer no less. Consumerism will have no place in continuing education if we perform at the levels which should be our goals.

* We are pressured by a business community that seeks trained workers for its many operating departments. And, it is a community that is willing to pay for the services we render. I dare say that few of us could continue at our current levels of enrollment were we to forego the tuition reimbursement income of the company training programs. These businesses deserve our responsiveness to their needs -- both on our campuses and in the field.

* We are pressured by a society that desperately needs citizens with not only technical knowledge but complementary moral values. In this regard, as we enter an era which will place increasing stress upon vocationalism, let's not neglect the liberal education components of our curricula.

* We are pressured by a government that requests -- no, demands -- that we conduct our affairs so as to give equal access and opportunity to persons of varying races and ethnic groups, both sexes -- and those with handicaps. Let's be sure that we give not just lip service to these appropriate requirements but meet the full spirit of the law, as well.

* And, we are pressured by our own staffs. The recent emphasis upon staff development by members of ACHE must be continued and expanded. We cannot address the professionalism of others if we do not consider our own developmental needs.

* Most of all, I hope we are pressured by ourselves. The search for excellence must pervade all aspects of our operations. If we are to deserve the roles we play, we must perform the functions in a manner superior to those who would challenge those roles.

How we as an individual, college or similar unit, respond to these pressures or other demands will determine the character and direction of our own institutions. To those we contact, *we are* continuing education. However, I am personally convinced that the impacts are much broader than our local shops. There is a socio-professional, national response, as well. If I may draw an analogy to the free enterprise system -- our market economy -- the world of continuing education is composed of a great number of largely independent self-serving units, the sum of whose actions result in national movements as if guided by an unseen hand. True, we have our Schumpeterian types who lead major innovations but, by and large, it is an un-guided, self-directed system. And it is becoming more so daily.

While in the economic model, the profit motive serves as a guiding force, service to our students must provide the cohesive element in ours.

Extending the analogy, our system is becoming much too large and complex for most of us to stay completely informed, let alone control it. And, that is where the Association for Continuing Higher Education and its roles must be considered. While our individual direct actions in the field may be of only local and limited significance, they take on a larger impact when viewed from the context of the organization as a whole.

Through our general sessions, desirable national and regional policies on various topics can be presented, analyzed and missionaries enlisted. Through the workshops, ideas can be developed and refined. Through those always valuable individual conferences, hallway conversations, or whatever you may call them, the most fertile of all seeds are planted. A national movement is the result. That is -- if we have the appropriate individual participation at all levels of ACHE to make them effective.

Let the coming year, then, be one of a renewed commitment at all levels of the organization -- as national officers, through regional participation, and in the committee structures.

Let me be more specific for a moment, addressing these in reverse order. First, Committees.

For your perusal in the headquarters room is a list of the committees which are currently scheduled to operate on behalf of ACHE during the coming year, along with an indication of the chairpersons. Some committees of the past year will be modified or disbanded. Others are being added. For example, the Committee on Accreditation liaisons. Let me emphasize that this committee will *not* be charged with developing ACHE as an accrediting body. Your Board has steadfastly remained committed to a concept of depending upon currently established accrediting institutions. It is my belief, however, that we must give greater attention to our relationships with the various state, regional and national accrediting bodies, as well as selected professional accrediting agencies. It is my hope that Chairperson Bob MacDonald and his committee also will give attention to a concept of organized self-evaluation procedures which may be conducted by our members -- either alone or with the assistance of visiting teams from ACHE.

A second new committee, which will be chaired by one of our departing Directors, Stan Gwiazda, will address the creation of a code of ethics for the organization. While our standards are high, we have not codified our ethical platform. It is appropriate, as Executive Vice-President Howell McGee and others have recommended, that we delay no longer in this task.

Another important new committee, which is an outgrowth of the Committee on the Future, chaired this past year by Joe Goddard, is the ad hoc Committee on Future Issues and Trends. The charge to this committee, to be chaired by Mary Miller of Southern Methodist University, is a simple one: to better identify and give preliminary consideration to the major issues and trends which must be addressed by ACHE and continuing education in general during both the near and not so near future. Consider a couple of quick examples:

- Based upon recent data, our nation is experiencing an inflationary spiral that will double prices at least every eight years. The consequences of this type of inflation on persons with fixed income are obvious, as are some of the immediate effects upon our institutions. But what are the longer range implications when tuitions have doubled -- or when tuitions have not doubled but everything else has.

* Or, consider the anticipated enrollment decline and its impacts upon our more traditional colleges. Most of us, I am sure, have been considering a myriad of organizational, personnel, marking and other problems related to this decline in the next decade. But, have we extended the data to the point that the trough reaches our prime market of 25-34 year olds. The years pass quickly. Will we have planned for this time or be reacting much the same as some of our short-sighted colleagues today? Or, will the problem occur at all?

* Still a third example is represented by our current energy problems. W ill we again see the days of gasoline rationing? Or other power restrictions? And, if so, what institutional -- as well as national responses -- will we need to make?

You might be thinking we have done this type of thing before. And, indeed, we have. But the difference lies in our intended response. For each of the major issues identified, it is my hope we can field a special "Issues Committee" of experts or interested investigators to study the issue in detail, prepare position papers for *Continuing Higher Education*, lead discussions on both national and regional levels, draft rough legislative recommendations, and spur the actions of other committees, and the like. We must be more planning and action oriented.

To start the ball rolling, Nicholas Kolb of The Johns Hopkins University will be serving as Chairperson of a Committee on Energy Management Issues during the coming year. Others will be named later.

To some extent, the members of our national committees already have been selected and are working. There are, however, ample committees and always room for those interested in serving. So -- especially those of you who are new to ACHE -- contact the chairperson of the committee in which you are interested, or me, for more information. Equally important, please do not ignore the opportunities for service presented by the regional committee structure.

I won't dwell upon the regions as an important unit of ACHE. Let me merely reiterate the theme I have tried to stress in the past as a member of the Committee on the Regions. That theme is that a healthy regional structure is the foundation of a solid national organization. To emphasize this, the Board has provided for our new President-Elect to serve as Chairperson of the Regions during the coming year.

I would be remiss if I failed to also make a fast plea for our Nominating Committee. A recent letter from this year's Chairperson, Curt Moore, stressed the need for more nominations for national officers. The same, of course, applies to the Regions. Seek out those who are effectively serving the organization and nominate them for leadership positions. It isn't only your privilege, it's your responsibility.

My emphasis today has been on the importance of the individual to continuing education and how we can best use the talents of our individuals in ACHE.

As I bring these brief comments to a close, I would ask you to do me a favor. I want a personal commitment from each of you.

Standing before you is one who, without the world of continuing education, would have led a completely different life. There are others in this room who fit the same pattern. When you leave here today, I want you to think about us. Or, I want you to think about just one of the many students you have known through the years. Forget about all your broad concerns about registrations of large numbers, budgets and the like. Just think of that one student. Think of his special needs -- her special talents -- his dreams -- her ambitions -- their futures, which you, in an indirect way, will help to shape during the years ahead. I am asking that you constantly add the personal element to a world that is now largely impersonal.

Earlier, I made reference to the invisible hand that guides continuing education in the United States. This isn't completely true. In this room today are many of the finest adult educators in the country. I believe that the destiny of continuing education students now and to come for many years are largely in *your* hands -- as individuals and as a group -- and I can't think of any better hands in which to place them. Thank you.

"THE FUTURE AND THE ADULT LEARNER"

PRESIDING: *ACHE President-Elect Gail A. Nelcamp, Dean, Evening College, University of Cincinnati*

SPEAKER: *Dr. Fred Harvey Harrington, Past President and William F. Vilas Research Professor, University of Wisconsin*

RECORDER: *Dr. Leslie S. Jacobson, Dean, Continuing Education, Brooklyn College, CUNY*

It is not easy for an historian to talk about the future; but my Jossey-Bass book on continuing education is called *The Future of Adult Education*, and in this speech I am scheduled to talk about "The Future and the Adult Learner". Actually, I will deal mostly with the past and present, as I did in my book; and will use what has happened and is happening as a key to what is to come.

My own contact with evening, on-campus, credit for adults began in my first year as a teacher, 1936-37. When I was completing my doctoral training under Henry Steele Commager, I was appointed an instructor at New York University; and the administrator who appointed me told me somewhat apologetically that part of my load was to be in the evening. He was apologetic, he said, because he knew I was a newlywed, and would thus be separated from my bride for two evenings every week. Also because many faculty members in my discipline, History, looked down on late-hour teaching as inconvenient, and on evening students as inferior to the younger, daytime variety.

In fact, I had no objection to the assignment--jobs were hard to get in those depression days, and I was being paid what I considered a very satisfactory salary ($2,000 a year). But I was surprised to find that my evening class was the best I had. I could make a direct comparison, since I was teaching the same course night and day. My evening students, mostly adults, were all part-time commuting students, all employed in the daytime, all paying their own way, at some sacrifice. To be sure, some of them were tired and unable to do as much outside reading as the day students; and several had been out of touch with classroom learning for several years. But their attitudes, their motivation, their responses in class permanently persuaded me that the adult part-time evening student is at least the equal of the "college age" student enrolled full-time in daylight hours.

In the many years since leaving New York University, I have had many chances to teach adults, in off-campus credit courses, in correspondence, radio and television programs, in special workshops and institutes as well as in late-hour and week-end and summer credit classes on campus. My continuing interest in teaching, or, rather, learning with mature men and women led me into contacts with A. A. (Sandy) Liveright's Center for the Study of Liberal Education for Adults, the Carnegie Corporation's adult education efforts, the National Association of Educational Broadcasters, and the push for lifelong learning legislation in Washington, with the Higher Education Act of 1965, Title One, as a beginning. And, throughout, I have been impressed by the enthusiasm and the work done by the professional associations most interested in older students: the National University Extension Association, the Association of Urban Universities, the Adult Education Association, the International Council for Correspondence Education and the other global bodies.

Plus, of course, your organization, with which I first became acquainted back when it was called the Association of University Evening Colleges. I am not altogether sure that I like the present name as well as the old one (a) for it does not tell the outsider where your main strength lies, and (b) because evening college is the heart of higher education's effort to provide adults with upward mobility, and deserves to be advertised by name.

But, however labelled, your organization has been a real success. The attendance at this meeting shows that, as does your regional activity. Moreover, as I compare your present situation to what was done back in AUEC days, I note significant advances:

1) You now combine publicly controlled and privately controlled colleges and universities in your association. You have always had both; but in the earlier days, the privates seemed to dominate, as the publics did in NUEA. That was natural enough, considering that the evening college movement made its first impact in private colleges and universities located in our cities. But the change, as public institutions have established urban branches and have done more extended-hour scheduling, has strengthened your organization.

2) Simultaneously, you now have more representation from the non-credit community than before. AUEC and the charter of ACHE both emphasize campus credit; but we all know that credit and non-credit often go together in the administrative structure of American colleges and universities. In addition, we know that the line between credit and non-credit is not as sharp as once it was, with credit sometimes available for non-credit work, e.g., through experiential learning credit and the continuing education units. So, while credit is your central interest, the broadening out does enable you to see the whole adult learning picture a little better.

3) In like fashion, I note from your program and in talking to delegates that ACHE has links to the expanding world of off-campus credit, through correspondence, radio and television courses and other approaches that enable adults to make additions to their evening and daytime campus credit work.

4) Thus, along with your growth, you have developed cooperation with other adult education operations, helping them and making the total effort stronger. At the same time, it is clear that your member institutions and individual members have innovated in many ways, broadening your impact and introducing important new elements into your work. In the old days, evening college had somewhat of the reputation of following-behind, being a pale copy of daytime teaching. But your people have been leaders in non-traditional approaches; in experimenting with special degrees for adults, as at Brooklyn and Oklahoma; in trying out new time scheduling (mornings, afternoons, week-ends, holidays, intersessions, special trips off campus). In the too-long-delayed but now-booming interest in women,

minorities, ethnic groups, low-income citizens, the handicapped and the aging, you have been out in front. Standard daytime colleges have also shown interest; but your position as the prime place of opportunity for adults, part-time, commuting, second-chance, employed or otherwise busy citizens, has put you right out in front. You have always been the opportunity part of higher education. That role is now strengthened and intensified.

Not, however, fully recognized by the public or by the supporters of higher education (donors, legislators and the like); or even by colleagues on our own campuses. Adult education generally, and evening college in particular, still lacks the prestige that is attached to higher education's daytime operations. There has been some change lately, as the decline in the "college age" population has made enrollment-conscious educators see the the value of interesting adults in continuing or resuming or starting work in higher education. The new concern about public service -- the university as a factor in society -- has also shown some administrators and professors the value of extension, evening and other "outreach" units. And nearly everyone recognizes that the daytime colleges cannot handle the whole burden of assisting the nation's disadvantaged. Still, the picture is far from satisfactory as to status and budget.

Why should this be?

Well, for one thing, traditional values die hard. For centuries, the standard model of the university has been tied to full-time residence by young people, removed from the marketplace and absorbing knowledge and wisdom from faculty. The evening college, with its ties to older men and women, and these neither resident nor full-time, indeed, on campus while simultaneously involved in the marketplace, does not fit well into this pattern. Yes, even now, when there is a general agreement that knowledge must be relevant to modern problems, when there is agreement that learned scholars must relate basic theory to the practical problems of today.

The old university has given way to the new; but in the process, campus research has become a special factor. The on-campus teacher, commited both to teaching the young and expanding the boundaries of knowledge, finds his or her time fully occupied with these chores. Teaching evening is a nuisance, taking time away from daytime teaching and research, not to mention family life.

One can, no doubt, make the point that evening teaching brings faculty into touch with adults who have been denied opportunity, by reason of income or ethnic background. One can make the further point that these are interesting people, with experience that faculty should absorb and use. But life is difficult at best, and not best now in these days of budget cuts; so the most successful faculty tends to pass evening school by, and to pay relatively less attention to off-campus extension credit or non-credit activities.

Administration could change this, by the carrot or the stick (by offering special inducements to those willing to embrace evening or extension activities, or by requiring such activities of new appointees). But, and this is important, most top administrative appointees are not from the adult education sector, be it evening college or correspondence or extension. One would have to look back to William Ranney Harper of Chicago to find a major leader with correspondence background. A few directors or deans of evening colleges have "made it" to top administration -- Norman Auburn (evening, Cincinnati; president, Akron); Meredith Wilson (evening, Chicago; president, Oregon and Minnesota); Francis Horn (evening, Johns Hopkins; president, Rhode Island). To this could be added some who have made top administrative jobs from adult education posts outside of evening school, e.g., Donald McNeil, extension Wisconsin, then president Maine; and Brice Ratchford of Missouri. But the numbers are few. Most top administrators come into office knowing almost nothing about evening school or extension, credit or non-credit. Coming in, they must make budget decisions; and they have no background to cause them to lean to units that specialize in adult learning.

To be sure, these administrators can be influenced by faculty pressure or faculty attitudes. Faculty control, however, tends to be in the hands of the liberal arts professors (they are the academic politicians, often decisive in faculty or senate meetings or on special committees). And these liberal arts professors, with few exceptions, downrate evening college and extension and outreach public service activities. The professional schools, which have somewhat greater interest -- at least in continuing professional education -- have less punch in the academic political setup.

Another point, often the critical one, is that evening teaching is inconvenient; and off-campus extension is even more so, with time lost for travel. Hence, working in this area is damaging to one's chance to do research and get publications -- for employment at the tenure level. Here, to be sure, we have the chicken-and-egg business. If adequate recognition were given to evening teaching, or to public service or other off-campus chores, they would seem more worth-while to those who must get recognition in salary and prestige. Since such service is little recognized as worthy of professional promotion, faculty members shy away from it, or take it on with little enthusiasm, and drop it when they can. And decisions on budget force evening and extension divisions to rely on part-time help or on less well prepared faculty members.

What can be done about this? Perhaps very little; but certainly an effort should be made. In these days, much is done through pressure, making a fuss, speaking up, presenting a case vigorously, even in some cases, offensively. It does seem to me that evening colleges and others who specialize in adult learning should neither hang back nor apologize. Rather they should insist, insist, insist, push, push, push.

This does not mean being unpleasant. If it is at all possible, those interested in advancing the cause should try to get the key administrators, and the more important faculty members from "regular" campus departments to visit the evening college or other adult education facilities: to participate in class or special workshop discussions; to talk to interested students and those who have benefitted from part-time enrollment.

Written material should also be put forward. Actually, there have been some good things written about evening college. A special favorite of mine is M. S. Jacobson's *Night and Day*, which was published by the Scarecrow Press in Metuchen, New Jersey in 1970. Ms. Jacobson's book is scholarly, and is based both on her experience and on questionnaires and other devices; but the important point is that is entertaining as well as scholarly. An outsider reading it would be interested, which is "step one" toward being converted.

The standard older volume, of course, is E. E. McMahon's *The Emerging Evening College*, published back in 1960 by the Columbia Teachers College. Dean McMahon, who, as you know, is a past president of this organization, presents the need of evening colleges for a core staff, and does so in a way to persuade other administrators, if they are capable of being persuaded at all.

And I cannot leave the subject without mentioning the even-earlier writings of J. S. Diekhoff, who combined an enthusiasm for evening college with heavyweight scholarship on Milton. Dean Diekhoff took positions which some of us would consider rigid (he pressed for standards, weighing highest quality rather more highly than opportunity). But he wrote with grace and charm, an important point if we are to have any appeal beyond our numbers.

And without going further on the bibliography, let me say that we do need presentations that will appeal beyond the ranks of adult educators. It is all very well to talk to each other, and write for each other. In addition, though, we must reach out and make converts. We need a literary public relations program, aimed at the decision-makers in higher education, and even beyond, to some segment of the general public.

What is there to sell?

The most important thing is the key point of adult education: it makes possible upward mobility. So does daytime instruction for full-time students of "college age". But the needy simply do not fit into that category. Poor when young, deficient in background, uninformed as to possibilities, these are the people left behind.

Some are "old Americans" of low income, be they Appalachian whites or persons who suffer from physical or other handicaps. Others are new immigrants, or the children of new immigrants, from ethnic groups not immediately accepted into American society; non-whites, whether blacks or Orientals or native Americans of the Indian category; late starters, dropouts. once-failed or ill-fitted into jobs and interested in new careers; women who took time out for family or were fitted into low-level positions because of prejudice or accident; middle-aged people who do not want to go to seed when their specialties decline or reach a dead end; older men and women anxious to avoid being put on the scrap heap; the unemployed, the underemployed, the unhappily employed; the victims of discrimination or false starts.

These people, all or any, need evening college, need extension, need off-campus opportunities; and they should have them. If a college or university considers its social responsibility -- and all should -- it will see here a serious obligation. We in America have always talked of opportunity, a chance to get ahead, to move further than the past generation. We have always seen upward mobility as distinctively American and significant as a personal goal, tied into educational opportunity. And here evening college, and the other adult education units, have their strongest arguing point.

Granted, the path ahead is not easy. In institution after institution, evening college is held back by the daytime faculty. It is forced to provide offerings that are identical with those of the daytime staff. It is limited in admissions regulations, in faculty staffing, in methods of running courses, by the daytime patterns. When policy questions come up, they may well be decided by a faculty or senate in which the evening college is not represented at all, or has a feeble voice. Although evening school is a proper place for innovation -- try out new things, see what fits adult needs -- there may be a faculty strait jacket which prevents adventurous movement. And if there are appeals to administration, or to governing boards, these are not necessarily the steps to victory.

So one can get discouraged. But, since the cause is good, it is worth fighting for; and there is reason to believe that the future is with those who are interested in second chances, new starts, help for the humble and those who have met with discouragement, discrimination and indifference in the past. Certainly it is worth the struggle.

A word in passing on one current trend: there is great interest now in Quality, Raising Standards. Attention has been called to the fact that grades in higher education have been moving up -- so let's get tougher. We remember the student protest days of the late 60's, when there were calls for student self-grading, for automatic promotion, for an end to failures. So, many say, we have slipped on quality, and feel that when we see the semi-literate character of some our undergraduates. This, it is felt, must be corrected (we must crack down). Much attention was given to helping disadvantaged persons a decade back; did this mean that we should guarantee these persons graduation? No, is the academic answer, mixed sometimes with a sort of backlash feeling that we must be tough, we must guarantee excellence, we must turn out people of the highest quality even if it means having some or many fall by the wayside.

This approach sometimes works against evening college, and against the whole adult and extension effort, with its credit for experience, study along with employment, and so on. To make things worse, there is the general view on campus that evening college is easier than daytime (actually, it is not, but the old view lingers). It does not follow, however, that the current drive toward excellence and quality and standards need deny opportunity. What we need to do, obviously, is to understand that quality and opportunity go together; that the late starters and the start-again people, and the continuing education men and women interested in moving up in skills all want both opportunity and quality. So let us put the two things together in our package for the future, and remember, that evening colleges are the opportunity institutions of today and tomorrow.

"YESTERDAY WON'T WORK!"

PRESIDING: *Dr. Frank Funk, Dean, Director of Continuing Education, University College, Syracuse University*

SPEAKER: *Dr. Harold Hodgkinson, President, National Training Laboratories*

RECORDER: *Prof. Josephine P. Meeker, Brock University*

That many continuing educators are living and working with outmoded concepts and outmoded data was visually portrayed by Dr. Hodgkinson, who, through a varied series of projectuals, showed the differences between the Yesterday which will not work and the Today and Tomorrow which will.

A captivated audience followed as he led us through the type of data which we should be using now in order to assist ourselves and others in understanding where we should be headed. An intimate knowledge of demographic data and societal trends in our countries and our communities should lead us to tommorow's markets, and assist us in tomorrow's planning.

Because of a malfunction of the hotel's recording equipment, we are sorry that we are unable to provide a written text of this exciting paper. However, we understand that copies of the projectuals may be obtained on request from:

Dr. H. Hodgkinson
National Training Laboratories
PO Box 9155
Arlington, Virginia 22209
(Tel. 703 527-1500)

PART TWO

WORKSHOPS

INTEGRATION AND DEVELOPMENT OF ADJUNCTS CLINIC

MODERATOR:	*Dr. Nicholas E. Kolb, Assistant Dean, Evening College & Summer Session, The Johns Hopkins University*
PRESENTERS:	*Dr. Robert E. Pennock, Dean of Continuing Education, Russell Sage College*
	Dr. Robert S. Hale, Director of Continuing Education, County College of Morris
RECORDER:	*Ms. Holly Christensen Finkle, Assistant Director, Continuing Education, Hudson Valley Community College*

This workshop dealt with the problems encountered in the use of adjunct faculty in a continuing education program. Dr. Nicholas Kolb briefly spoke about the concern all administrators have regarding the adjuncts' effect upon the quality of a program. He then introduced Dr. Robert Pennock.

Dr. Pennock addressed the subject of quality control of adjunct faculty which is one of the most important factors in a continuing education program. Quality control is a myth since faculty are not machines which can guarantee the quality of students. However, there are three items which a good continuing education administrator should consider in an attempt to improve the teaching quality of adjunct instructors.

First, these instructors should be made to feel that they are a part of the collegiate team. The goals and philosophies of the institution, continuing education and the academic department for which he or she teaches should be clearly transmitted to the part-time faculty member. The instructor should know campus contact people as people, i.e. deans, directors, librarians, etc. In addition the adjunct needs the stimulus of department meetings and the opportunity to meet with other faculty members. These methods of integration can be achieved by scheduling evening department meetings, inviting adjuncts to campus, including them in campus committees and scheduling pre-semester workshops or parties which include both regular and part-time instructors.

Second, high priority should be given to adjunct faculty development and particular attention should be paid to the following:

1. Articulation of expectations including administrative duties, good teaching methods, and adult student expectations.
2. Promulgation of strategies for teaching adults.
3. Enrichment of academic resources including discussion with academic peers and sharing of information regarding research being conducted within the institution and opportunities for use of media equipment.

All of the above could be included in any one of the following:

1. One day workshop
2. Outside consultants

3. Individual consultation
4. Print distribution
5. Department meetings.

Systematic methods of evaluation of teaching are the third area of concern in quality control of adjunct instructors. This is a very sensitive area since adjuncts may often lack teaching experience and are isolated from peer exchange. However, the adminstration must have feedback on teaching performance. There are six points of concern in a systematic evaluation program:

1. The system should provide for input from both students and administrators.
2. It should be consistent with the evaluation of full-time faculty who teach in continuing education.
3. Protection of both student and faculty integrity should be provided.
4. Adjunct faculty should be aware of the system and how it works.
5. The procedure should be worked out so that negative comments can be appropriately handled and the procedure should be known to all involved.
6. Department chairs and administrators should know their options in dealing with negative feedback.

Dr. Pennock concluded with the observation that quality control can never be attained. Quality assurance is the best that can be done.

The next presenter was Dr. Robert Hale, who discussed a study conducted in New Jersey community colleges regarding the problems adjunct faculty have in being mainstreamed into the institutions and the response of his institution to the problem.

The study, undertaken in 1976, employed two questionnaires distributed on a college-wide basis which explored how adjunct faculty are perceived. Questions addressed the extent to which part-time instructors have an opportunity for input departmentally as well as institutionally, professional rights and privileges accorded and professional development activities and opportunities available to this group. Results indicated that there was limited participation and inclusions. However, all groups surveyed believed that there should be more participation of adjuncts at all levels.

The County College at Morris attempts to integrate its adjunct faculty via three different methods:

1. At the time of interview, department chairs and other members of the department are invited to participate in the session. When an adjunct faculty member is hired he or she is given a variety of print material including faculty handbooks, books about teaching adults, and books about teaching in the two-year college environment to aid in orientation to both the institution and in dealing with adult students.

2. Twice a year orientations are held. These sessions include dinner and are open to all faculty. After the dinner adjunct faculty meet with their department chairs and other department members to discuss common problems. Follow-up meetings for departments and/or divisions are also held periodically.

3. Topical seminars are held at various times during the year on topics such as the adult learner, the art of teaching and the art of test construction. These sessions have been most successful and there have been requests for others.

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A PROBLEM CLINIC FOR PRIVATE COLLEGES

CLINIC LEADER: *Dr. Robert G. Kahrmann, Dean, College of Continuing Education & Community Services, Seton Hall University*

RECORDER: *Ms. Judith A. Nolan, Assistant Director, Evening/Summer Division, Trocaire College*

Dr. Kahrmann explained the purpose of the Clinic as an informal method to discuss common concerns of continuing educators in private institutions and share with one another successful solutions to any problems cited. Dr. Kahrmann called for volunteers to serve on an ACHE committee with him titled "Committee on Private Colleges and Universities". Several people volunteered. He elicited the following topic suggestions from the twenty participants:

1. how to effectively compete with public institutions offering lower tuition rates to potential students
2. how to develop better relations with area providers of continuing education
3. how to better serve continuing education students through counseling and other student services
4. how to alter negative attitudes of some faculty towards continuing education students
5. how to enhance the status of continuing education in the eyes of the administration
6. how to develop and operate successful extension centers
7. how to effectively integrate the Liberal Arts into career/job oriented programs
8. how to develop successful non-credit programs
9. how to maintain quality instruction with a part-time faculty
10. how to develop our personal skills for more effective continuing education operations
11. how to plan for future course/program needs in lifelong learning.

Dr. Kahrmann addressed the major problems cited with some basic suggestions as follows:

PERSONAL SKILLS DEVELOPMENT FOR CONTINUING EDUCATORS - continue to support associations for continuing education such as ACHE; attend national/regional conferences to make contact with others in the field; learn from others' expertise.

FACULTY/ADMINISTRATION COOPERATION AND SUPPORT - organize faculty Advisory Committees; keep faculty/administration informed of continuing education successes; encourage faculty, especially those in the Liberal Arts, to attend continuing education meetings/conferences; make contact with your Academic Deans, keeping them informed to enhance their commitment to continuing education programming; refuse to allow the Evening Division to become the "dumping ground" for poor day division faculty; continually recruit good faculty to teach for your division.

COMPETITION WITH PUBLIC INSTITUTIONS - compete with QUALITY programming to enhance your reputation as a provider of continuing education; "find out what your competition is offering and do it BETTER"; develop new student markets.

At this point, Dr. Kahrmann cited two models for tapping new student markets for continuing education.

1. PROFESSIONAL CONTINUING EDUCATION - Seton Hall has experienced success with running programs for New Jersey professions which must sit for designation examinations, for example, Funeral Directors, Insurance Agents, Certified Purchasing Managers. In most cases, the Association will assist the school with program development, instructional staff recruitment and promotion.

2. PROJECT ADVANCEMENT AT SETON HALL - The concept of this program, which is beginning to surface in many programs nationwide, is to draw from a market which feeds directly into general admissions - high school seniors. Accelerated students are offered the opportunity to take college level courses during their senior year, thereby getting a head start on college requirements. Recruitment is done directly by the continuing education staff, via high school visitations, and the classes are held in the high school, taught by high school teachers meeting Seton Hall requirements and successfully completing a summer training seminar. Similar programs, with different characteristics, were cited by participants (Early Admissions, Trocaire College; Project Advance, Syracuse University).

Other problem areas addressed follow with specific solutions offered by the group at large:

STUDENT SERVICES - publish and distribute a Student Handbook for Adult Students; point out to administration that continuing education students also pay student fees but reap few student benefits; hire an Adult Student Counselor or negotiate to have day Counselor services at least one evening a week; sponsor orientations/workshops/social get-togethers for adult students; encourage students to lobby in-house for better student services.

COOPERATION WITH AREA PROVIDERS OF CONTINUING EDUCATION - organize regional boards (successful examples: PROGRAM IMPACT, Buffalo, N.Y. area; CLEO, Philadelphia, Pa. area); seek out cooperative ventures for grant proposals. Federal funding agencies are more apt to support these ventures.

In conclusion, the group unanimously agreed that the session had indeed been most helpful in sorting out and solving the problems of operating private college continuing education programs and requested that it go on record as strongly recommending that the 1980 Program Committee seriously consider incorporating PROBLEM CLINIC FOR PRIVATE COLLEGES as a permanent workshop offering at all future ACHE national conferences.

INNOVATIONS IN REGISTRATION PROCEDURES

MODERATOR: *Dr. Peter K. Mills, Dean, Division of Continuing Education, Philadelphia College of Textiles & Science*

PANELISTS: *Ms. Helen M. Crockett, Associate Dean, Division of Continuing Education, Wichita State University*

Ms. Jean R. Steinberg, Registrar, Evening College, St. Joseph's University

Dr. Frank Santiago, Assistant Dean, Division of Continuing Education, Brigham Young University

RECORDER: *Ms. Mary B. O'Malley, Assistant Director, Division of Continuing & Adult Edult Education, Trenton State College*

Dr. Mills opened the session by emphasizing the key issues affecting the access of new continuing education students to an institution of higher learning. Flexibility in registration is a necessity.

Helen Crockett used Wichita State University and her experience there as a backdrop for new services and access routes for admission and registration for continuing education students. At Wichita there is an Open Admission Policy, students may take a maximum of fifteen credit hours without matriculating into a program. A special mail registration form was devised which is used by other schools on campus. Involved in planning the form was the day division, graduate admissions, the Registrar and the Treasurer. Registration is better and more organized. "Students do not need to attend in-person registration" is underlined on form. Problems in registration have been reduced to 4 percent and these problems (closed class, student dismissal, parking or library fines) can be identified within 24 hours. A letter is sent to the student immediately.

Since 36 percent of current enrollees are new, the object is to attract more new students each semester. Forms are posted in all local shopping centers, at Adult Meetings, and in Personnel Offices.

Frank Santiago stated that Brigham Young University has continuous registration as soon as the course schedule is off the press. He uses telephone, mail and in-person registration but 40 percent is conducted by telephone between 8:00 AM and 7:00 PM. The following process is used:

> A secretary records and fills out the registration. Tuition must be received by mail before registration is recorded. In about 10 days a receipt and a copy of class schedule is mailed to student. Student then just shows up for class.

Frank advertises in the local newspapers and on some radio spots. However, statistics have indicated that continuing education students are getting younger and this makes for a different approach to advertising, especially on radio.

Jean Steinberg said that St. Joseph's University, a private Catholic, liberal arts institution, has an enrollment of two thousand traditional day students, two and half thousand non-traditional, part-time and full-time, degree students and 700 graduate degree students.

During an early registration period of three to four weeks students may mail or drop off their registration. With the new Data Management System and on-line registration, the long line of students waiting to register has been eliminated.

Within the past 12 months St. Joseph's converted from a card oriented Honeywell computer in which data was stored for all administrative departments but the data existed in separated files with no inter-communication possible to a Univac 90/60 in which each administrative file does have the ability to read another file and produce reports.

In the Records and Registration office there are 3 CRT's and two printers connected directly to the main computer room. As a result, the office gets:

1. greater speed
    a. Registration - it takes about 20 seconds to place a student in his courses and produce a class schedule (with times and room assignments) for the student
    b. Class Status - immediate and constant information on class size and status through the terminal and through printouts
    c. Individual Student Data - immediate and constant updating of all student data (classes and demographic data)
2. greater accuracy - since workers are familiar with source documents and/or have student in front of them
3. greater control - since staff has immediate access to all data (e.g., open or closed sections)
4. better report writing - since it is known what is in the system, programming requests are reasonable

However, there is one major disadvantage: dependency upon machinery requires not only a back-up system for the security of data but also a manual fall-back system so that all activity isn't cancelled if the machines aren't working.

The registrar's work was drastically affected by the on-line system.

1. more detailed preparation
2. less flexibility in some areas (e.g., room assignments)
3. greater flexibility in others (add new sections, change teachers)
4. more verification tasks after the fact (the more data stored, the more that must check for accuracy).

All in all, however, on-line registration has produced major benefits for the students and administration of the Evening College.

In the question and answer period that followed, discussion focused on problems encountered with admissions, registration, tuition and financial aid. On-line registration provides a total financial picture e.g. bill paid, indicates dollar shortage or overage. Over 60 percent of workshop attendees indicated their schools use credit cards at registration.

CREATIVE PROGRAM DEVELOPMENT

MODERATOR: *Dr. Joseph H. Strain, Associate Dean, College of Liberal Arts and Sciences, Suffolk University*

PANELISTS: *Dr. John W. Jordan, Dean, University College, Northeastern University*

Dr. Gary C. Ensign, Head, Program Director, Division of Continuing Education, University of New Hampshire

RECORDER: *Sister Elizabeth Farragher, R.C.E., Director, Continuing Education, Aquinas Junior College*

Discussing program development for credit courses was Dr. Jordan who focused his remarks on how a program comes into being in a large urban university. Areas to be studied included:

1. an idea for a new program
2. the feasibility of the idea in the market area
3. competitive programs
4. gaining faculty and administration support
5. monitor and evaluate

The planning committee researched each of the foregoing; a positive response was reached concerning the first four steps for the development of a Hotel and Restaurant Management Program at Northeastern. An idea existed; in fact it had been previously rejected by the faculty! The market was open; no existing programs were available in the Boston area. Faculty and administrative approval was obtained. The University College launched the program by 1) newspaper ads; 2) TV spots (the first time); 3) a supplementary budget; 4) direct mailing (30,000); 5) inclusion of the Hotel and Restaurant Management Program in the University's catalog and guide.

As a result of academic support and public relations, 67 students enrolled: 53 of these persons were students new to Northeastern University. With this beginning, Dr. Jordan and his staff plan "to nurture and develop the program into a cooperative adult venture".

Dr. Gary Ensign's discussion centered on non-credit programs with which he is associated. After introductory remarks about the growth and value of continuing education, Dr. Ensign divided his talk into three sections. Under the first, the "science" of creative educational programs' development, he showed how formal planning would assist the staff. Using a variety of transparencies, Dr. Ensign illustrated how each of the following might bring about worthwhile results:

1. Formal Needs Assessments - Survey Sampling
   a. Mail
   b. Telephone
   c. Interview
2. Social-Indicator Surveys - Secondary Sources
   a. Campus or community bookstores' literature analysis
   b. Library
   c. Newspaper - want ads

3. Marketing Audit
   a. Follow-up of mail lists
   b. Current program attendees - Elderhostel example
4. Market Feasibility Study
5. The Psychology of Campus Creativity or Innovation
6. Monitoring the Life Cycle of Programs
7. Market Segmentation - By Location and/or Time
8. Multi-tier Program Development and Marketing Example-Supervisory/Owner - Middle Management Executive Level
9. Assessing Market Penetration
10. Programmatic Planning vs. One Time Only Planning or Marketing vs. Selling.

The "art" of planning, Dr. Ensign remarked, is not used as much as scientific planning. However, administrators in continuing education do utilize the methods obtained from the behavioral sciences. These would include:

1. Risk-taking - with instructors and with programs
2. Repeat Philosophy
3. The "Theory" of Extra Effort
4. Creation of New Resources through Cooperation
5. Pinpoint Marketing - marketing a program or programming the market
6. Designing Systems and Structures - the management of time and resources to allow for creativity.

As in life, so in continuing education, planning is often a blend of the scientific and behavioral. This combination has six characteristics:

1. Setting Goals
2. Devising Strategies
3. Developing Organizational Processes
4. Exploring Variables
5. Monitoring Performance
6. Complementary Plans.

For each of the above, Dr. Ensign presented examples.

There was ample time for the participants to ask questions or to add comments.

The meeting ended with Dr. Strain thanking the panelists for their informative talks - and the many participants for their interest.

CEU'S, THE PROS AND CONS

MODERATOR: *Mr. Alex Bedrosian, Director, Division of Continuing Education, New Jersey Institute of Technology*

DEBATERS: PRO: *Dr. Keith Glancy, Director, Special Projects and Programs, The John Hopkins University*

CON: *Dr. Floyd B. Fischer, Vice-President for Continuing Education, The Pennsylvania State University*

RECORDER: *Mr. Alan H. Thorpe, Dean of Continuing Education, The Community College of the Finger Lakes*

INTRODUCTION: Alex Bedrosian

Mr. Bedrosian recounted some background of the CEU, reminding the audience that it has been over a decade since the U.S. Office of Education convened a group of educators interested in identifying a common unit of measure for non-degree continuing education courses. From that conference in 1968 came three agreements: 1) that a need existed for a common unit of measure for non-degree continuing education courses; 2) that, in order to be workable, the system required uniform and coordinated efforts from the consumer as well as the producer of educational products; and 3) that a task force should be appointed to develop a proposal for the unit of measurement. Involvements by professional educators were cited to illustrate the importance of the issue and the directions the CEU might take in the future. Three of these organizations were the Continuing Education Division of the American Society for Engineering Education (which recommended its recognition by its members); The institute of Electrical and Electronics Engineers (conducting a validation study) and American College Testing Service and the National Registry for Continuing Education are acting as recording centers.

So the debate!

PRO ARGUMENTS: Dr. Glancy (A summary)

"I am supposed to speak in favor of the use of the Continuing Education Unit. Therefore, let me say....

First: The use of the CEU will assure you a larger number of program registrations so you can increase the number of programs you offer and balance your budget.

Second: Apply the CEU to your programs and you can guarantee that the participants in the program will have learned something and will improve their competency - and you can measure that improvement.

Third: Awarding CEU's will make you respectable in the eyes of the rest of the departments of the college, and you may even be promoted to Associate Professor of Continuing Education.

Fourth: It will solve most of your other problems also.

If you don't think the CEU will do all those things, what do you think it will do? That is the question we want to examine for a very few minutes, so let's start right at the beginning.

What was the CEU designed to do?

It was "designed as a uniform unit of measurement to facilitate the accumulation and exchange of standardized information about individual participation in the non-credit continuing education." It was designed to provide an individual with a permanent record of participation in significant continuing education activities.

The CEU does what it was designed to. I must agree that it doesn't solve all the rest of the problems you might have in your shop. But when you think about the CEU it often brings to mind many of the other problems you would like to solve.

Not only does the CEU provide a permanent record for the individual student, it also provides a way of reporting your own departmental activity in a manner that can be more easily understood and allows you to evaluate comparable data on your activities from year to year.

But the CEU can do some other things for you at the same time. Some of them may be helpful to you.

1) It calls attention to the proper planning procedures for non-credit programs because of the criteria that must be followed.
2) It provides for an evaluation of the program and of the participants whenever the planning committee judges it to be important.
3) Reviewing the guidelines may assist you in determining whether an activity is a "significant educational experience" and, therefore, worthy of the CEU.

You don't have to use the CEU. If these and other reasons are not sufficient to convince you to use the CEU, you should not use it.

There are some problems that are encountered in awarding CEU's.

1) One is the tendency for organizations to award CEU's for every activity possible, and for some that may not be appropriate.
2) CEU's are often awarded for programs that are either too short or too casually organized to be considered "significant educational experiences".
3) The awarding of a number of CEU's that is not warranted by the the program schedule. The contact hours scheduled do not match the CEU. CEU's are to be earned, and the sponsor should be sure that each participant has, in fact, completed all the requirements for the number of CEU's awarded. Each program director, each instructor, and each student should understand clearly the requirements set by the planning committee. With these objectives and criteria available, there is little reason to award CEU's to any individual who does not fulfill the requirements.

The judicious use of a carefully selected planning or advisory committee in the development of a program is your best assurance of a quality program. Without such a planning process, the chances of operating a less than successful program are increased dramatically. A careful reading and conscientious fulfillment of the criteria can provide for a much more effective and accurate application of the concept, and in fact, should lead to better programs.

The solution to most of our problems with the CEU, then, is to have everyone read and understand the criteria and guidelines. And that, obviously, is a problem in itself! Let me emphasize again that the CEU concept is barely ten years old. We are optimistic. The CEU has proved to be a useful tool in the field of non-credit continuing education, and we feel it will prove to be even more useful in the future as it is better understood and as it is more universally known and used.

CON ARGUMENTS: Dr. Fischer (A summary)

And so it was that 10 years ago they gathered at Johns Hopkins University and created the CEU, a unit of measure of participation in continuing education. It was proclaimed that 10 hours of seat time equals one Continuing Education Unit (CEU).

And they went forth and created a National Task Force and later a Commission; and the CEU was adopted by the Southern Accrediting Association; and colleges and universities loaded their computers to count the hours that people sat; and the learning professions and occupations proclaimed it good; and transcripts were issued to verify that for every unit, the persons did indeed sit for 10 hours. The length of the sitting was a measure of the quality of the experience.

And many people gave CEU's. Not just the educators. Even those who advocated a more strenuous approach to the physical life - especially those in allied health - endorsed sitting for 10 hours for one unit.

Ten years later, the Association for Continuing Higher Education said, let us look at the pros and the cons of the CEU. So questionnaires were designed and mailed to many learned educators of adults, and by a wide, wide margin they said that the CEU was very important or important for adult students, for employers, for colleges and universities, for the professions and societies, and for the practice of continuing higher education itself. And as the CEU was paraded for all to see, the crowd cheered: "Very Important." "Important." "Very Important." "Important." But there was one voice that had been drafted for the ACHE Convention. And his name is CON. And as he looked at the CEU in all innocence, he perceived that it, like the Emperor, had no clothes.

Sitting for 10 hours has little or no educational significance whether one, two or more CEU's are awarded. Calling something a CEU; or calling something a unit and then coupling it to the words continuing education means no more than what is defined in the unit of measure. Even if a book is written about it and that book is described as "virtually everything that is known about the CEU" we still come down to one CEU equals 10 hours of sitting. That is the measure. I guess books have been written about more specious educational propositions than that. And I guess computers have been employed for even less complicated mathematical formulas, although I would be hard pressed to identify one.

Let me identify some of the most frequently stated disadvantages of the CEU in the responses to my questionnaire:

* The CEU does not indicate that an individual's competency has been improved by the participation in the experience.

* The CEU is quantitative only. It does not indicate that any learning has taken place.

* The CEU does not indicate that the program for which it was awarded was of high quality.
* The CEU can be misinterpreted.
* The CEU can be misunderstood.
* it is not consistently recognized or considered useful. Other disadvantages were cited.
* Problems could develop if attempts were made to equate CEU's with college credits or to attempt to transfer them as college credits.
* In addition, administrative and record keeping costs were frequently cited as major disadvantages of the CEU, especially because people rarely ask for or use their records.

In spite of all of the many important disadvantages cited in the questionnaire (Which incidentally asked for both advantages and disadvantages), more than 75 percent of the respondents regarded the CEU as either "Important" or "Very Important" as compared to calling it "Not Important" or "Worthless" or even being "Neutral". As the responses to the questionnaires suggested, we are talking about a marketing and advertising tool.

* Colleges and universities in the South noted that the CEU is used there as a basis for legislative appropriations requests. Sitting time is equated to dollars!
* And some colleges and universities said that the CEU is a promotional device, effective with outside agencies and individuals who feel it important to have them.

If marketing is the principal advantage of the CEU, I wonder about the price that has been paid. The price for a marketing tool might be just too high. I believe that we have inadvertently given credibility to a much abused, misused, and misunderstood concept. Whatever else we do, let us not believe that the CEU provides a new gold medal for students in continuing education under present conditions. Criteria and guidelines, no matter how well intended, have no validity for quality without strict enforcement and policing and *that* we do *not* have. Let us look again as to whether or not we wish to give "*credibility by association*" for CEU's that are given outside educational institutions and which indeed have no guarantee of quality and no validation that learning has occurred.

PRO REBUTTAL: Dr. Glancy (A summary)

* The National Task Force on the Continuing Education Unit is a joint group of educational, professional and outside organizations.
* If there is no planning or adherence to guidelines not followed, CEU's should *not* be awarded.
* If there is a problem with outside agencies awarded CEU's, then some method of control must be devised.
* There is quality control of CEU's at most institutions.
* It is a marketing tool, but, if it is only awarded for special good programs, it is worthwhile.

CON REBUTTAL: Dr. Fischer (A summary)

* Reiterating the results of a survey concerning attitudes toward the CEU: Most respondents considered it "Important", but had serious reservations about it.
* Non-credits can be done as well without the CEU.
* If continuing education is to receive continued accreditation, it can not offer credibility by CEUing its offerings.
* The CEU is actually only a marketing tool.

AUDIENCE RESPONSE: (A summary)

* In a show of hands, 19 in the audience used the CEU, 9 did not.
* The credibility of the CEU is directly correlated to the credibility of the institution that offers it.
* The awarding of the CEU by outside groups cannot be controlled.
* The original guidelines outlined specific safeguards for quality.
* Ultimately, the quality of the awarding program will be proved.
* The CEU should should not be awarded for "leisure" kinds of activities.
* Revised criteria guidelines are available from the Council on the Continued Education Unit, 1300 Old Columbia Pike, Silver Spring, Maryland 20904 and they welcome comments and suggestions concerning the CEU.

CURRENT PROBLEM CLINIC FOR OLD TIMERS

DISCUSSION LEADERS: *Dr. Joseph P. Goddard, Dean, Division of Continuing Education, The University of Tennessee, Knoxville*

Dr. Willie J. Kimmons, Regional Administrator, Downtown Campus, Wayne County Community College

Dr. Roman J. Verhaalen, Dean, Evening College and Summer Session, The John Hopkins University

RECORDER: *Mr. R. Henry Pauk, Director, Office of Admissions and Student Services, University College Division of Washington University*

This was an open session with no fixed format. Participants were encouraged to air any questions they may have about current problems.

FIRST TOPIC: Advertising and Recruitment Efforts and How They Are Budgeted.

Responses varied depending upon the institution concerned, and the audience(s) concerned. Techniques ranged from mailing brochures, newspaper ads to billboards. The most effective recruitment was found to be from "word of mouth"; second, from newspapers; and, third, from direct mailing. Larger institutions have paid advertising agencies to provide this service.

The method of advertising used depends on the target audience. General ads for large diverse audiences that highlight certain programs for smaller audiences. TV or radio talk shows have generated a large increase in inquiries. Some institutions cooperate with professional societies for advertising specialized courses.

The amount of money budgeted for advertising varied from 5 percent to 50 percent. The general feeling was to pay as much as necessary.

SECOND TOPIC: Reaching Minorities in Recruiting Efforts.

Institutions need to assess the community. Use black radio stations, talk to minority students as to what newspaper they read, what radio station they listen to and at what time of the day. Use radio/TV talk shows oriented to the minority community. Seek minority students involved in student organizations and student government. Many minorities are interested in professional sports. Include ads in sports material issued at sporting events.

THIRD TOPIC: Competition from Proprietary Schools.

Churches, Scouts, Y's, professional societies are all offering programs or courses in competition with higher education. Fewer than 10 representatives from proprietary schools are members of ACHE. These schools are beginning to offer degree credit courses; i.e., nursing school, Community College of the Air Force, banking institutes. This indicates that colleges and universities are not meeting their needs.

Many colleges have been asked by these schools to give credit for their programs. Some colleges have responded by sending faculty representatives to the proprietary school(s) to evaluate the programs. Other colleges will not, under any circumstances, give credit for these types of programs, and others will give credit only if students successfully complete exams (i.e., CLEP, equivalency).

FOURTH TOPIC: Pay Scale for Adjunct Faculty

Recommendations were to standardize the pay schedule so no bargaining would be possible. Overload pay for full-time faculty is dependent upon the institution. Some faculties allow one overload credit course per semester and no limit on non-credit. The pay is a percentage of the faculty member's salary. The pay for adjunct faculty must be competitive.

A very important source for answering this and other questions is in the regions.

FIFTH TOPIC: Integration of or Absorption of Day School and Evening School Programs.

As day school students decrease more day faculty will teach at night and more "regular" day courses will be scheduled outside of working hours. If day schools offer a course at night they allow a percentage of evening students to enroll and vice versa.

In the credit area, ACHE institutions seem to be integrating rapidly. Day divisions and evening divisions schedule courses outside of their traditional time frame. The cooperation and coordination of this varies with the institutions concerned.

SIXTH TOPIC: Impact of Unionization of Faculty on Continuing Education Programs.

Union contracts may specify overload rates at some institutions, also who gets first choice on overload. These may cause problems. Adjunct faculty may become unionized also. Administrators should spend time on a one-to-one basis with their faculty or union representative. This helps to overcome any misunderstandings or obstacles which may arise without good personal communication. Delegates from several institutions where the faculty was unionized did not experience additional problems or unreasonable attitudes.

SEVENTH TOPIC: Administration of Off-Campus Sites.

State schools are controlled by state departments of education and determine if an extension center is called a site or a branch campus. This depends on the number of courses offered at a specific location and how frequently they are offered. Also they may be categorized by area or county by the state department of education. Private colleges may not have these guidelines or restrictions.

EIGHTH TOPIC: What is "Quality Education"? When Will ACHE Become Involved in This?

Quality education primarily relates to responding to "unreasonable" requirements by professional associations or agencies. Examples: "To be accredited your program must be taught by at least 50 percent full-time tenured faculty members." "You must have a library at the same site as the classes with a minimum number of books." These requirements may not effect quality education.

ACHE has and is working with accrediting agencies (North Central, Middle States, and Southern). The Committee on Quality in Education is working in this area and the Association will become more involved in this activity.

ADULT LEARNING RESEARCH

MODERATOR: *Dr. Wendell G. Rayburn, Dean, University College, University of Louisville*

RESOURCE PERSONS: *Dr. Ann W. Fales, Assistant Professor, Adult Education, Ontario Institute for Studies in Education*

Dr. John M. Sweeney, Associate Dean, Evening College, University of Cincinnati

RECORDER: *Mr. Jack L. Huff, Coordinator, Georgia Center for Continuing Education, University of Georgia*

NEW RESEARCH IN ADULT LEARNING: PROCESSES OF TRANSFORMATIVE LEARNING**

Ann W. Fales

Learning is most often defined as a relatively permanent change in behaviour as a result of experience. This definition applies to children or adults. Some further assumptions which differentiate adult learning from childhood learning lead to the conclusion that the basic differences between children and adults are that learning for children largely involves forming, discovering and accumulating; while learning for adults involves these plus modifying, integrating, reintegrating and transforming. The research described here deals with processes used by adults for transforming, integrating or modifying meanings, strategies and values. It deals with the transformative components of adult learning in both theory building and practice-oriented ways and represents a substantial beginning in the exploration and creation of knowledge about the transformative and integrative learning processes of adults.

The nature of the research problems dealt with in this genre of research is wide and relatively non-traditional. For example, topics have included: meta learning or learning how to learn, processes used in learning from experience, intuitive learning, perspective transformation, energy in transformative learning, dreams as learning events, and reflective learning approaches. Many topics remain to be explored: for example, developmental level and transformative/integrative learning potential, effects of various stress/risk preferences on transformative learning, relative effectiveness of various facilitative techniques, relationships with personality dimensions such as introversion/extroversion, locus of control, etc., and relationships with environmental contexts.

The methodologies used in this exploratory and theory-building research are usually qualitative and/or analytic, although some quantitative work has also been done. The research is often limited in its generalizability due to the small samples inherent in such approaches. However, the outcomes contribute substantially to theory-building and are instructive of practice, particularly when they are validated by professional reflection on experience.

** The majority of the research described in this paper was carried out at the Ontario Institute for Studies in Education under the academic supervision of Dr. Virginia Griffin.

Don Maudsley used philosophical critique and analytic approaches to compare five theories of change, out of which he formulated the beginnings of a theory of meta learning. Meta learning is defined as "the process by which learners become aware of and increasingly in control of habits of perception, inquiry, learning and growth that they have internalized". (Maudsley, 1979, p. 3) The five selected theories were analysed in terms of five components: basic characteristics of the theory, epistemological position, nature of the psychological structure proposed, nature of transition, and principles and techniques of facilitating. The common basic themes of the five theories were formulated into the beginnings of a theory of meta learning which describes the structures - habits of perception, inquiry, learning and growth - which are the content of meta learning. The essence of meta learning is the ability to become aware of, understand and control these habits. Maudsley also identified five major principles of facilitating meta learning:

1. Theory - learners need a framework to guide their search;
2. Environment - a climate of safety and support, interpersonal and physical, is needed;
3. Discovery - one's own rules and assumptions must be discovered by the learner;
4. Reconnection with reality - looking at the world with an undistorted view - examining the old distortions - is essential;
5. Re-organization - learners create opportunities to reorganize through new rules or reduction of reliance on rules.

Meta learning theory provides a useful framework within which to examine a number of other studies. Mezirow's (1978) work at Columbia on what he has termed perspective transformation follows lines similar to Maudsley's. Mezirow studied the changes in perspective which occurred in women returning to school who participated in women's re-entry programs. The major theme of the re-entry programs is to facilitate perspective transformation through counselling, self-help, modelling, organized group support, self-exploration, sharing personal experiences, taking responsibility for self and exploring alternative expectations. Mezirow's concept puts heavy emphasis on action resulting from the perspective transformation.

Taylor (1979) studied adult learning in an emergent learning group and explicated both content and learning process over time; using a small, purposive sample of volunteers from a graduate level course, with intensive, repeated interviews. Taylor identified four apparently sequential phases in the transformative learning process, as experienced by these learners. 1) Detachment; in which the learner takes a detached, observing stance to activities, the environment and information, and relates to the world through existing preconceptions, ideas, knowledge and perspectives. 2) Divergence; in which the learner's experiences diverge from his or her existing ideas and preconceptions into unmapped territory and in which the learner experiences confusion, accompanied by feelings of anxiety and tension. It is necessary to name the problem and to have some contact and exchange to move out of the divergence phase. 3) Engagement; which occurs when the learner manages to identify the source of confusion and is able to explore the area of confusion and suspend previous structures. The experienced theme of this phase is suspension of pre-existing frameworks. 4) Convergence; in which a major synthesis occurs and a new understanding emerges, and in which the major experiential theme is integration. Each of these phases has its own patterns of relation with self, relation with others, and relation with materials and resources, as well as its own primary mode of thinking.

Two of the processes identified as significant in Taylor's convergent phase are reflective learning and intuitive learning. My own work on reflection as a learning tool (Abbey, et al, 1978), although in its early stages, suggests that learners have two different types of subjective meaning for 'reflection'. Administrators and teachers tend to describe their reflective activity in cognitive, linear, problem-solving terms, and counsellors in non-linear, 'mulling over' terms. The focus of reflective activity tends to be more self-related for counsellors than for administrators Individuals identify that they use different reflective strategies for different purposes (for example, for divergent or creative problem-solving, for dealing with feelings and for decision-making). Further analysis of existing data will help clarify the relationship between reflective learning and Kolb's learning styles (Kolb and Fry, 1975) and between reflective learning approaches and intrinsic motivation.

Denis studied the intuitive learning process, using an intuitive research methodology. In the process of conducting her research she described eighteen basic processes of intuitive learning. Space does not permit reproducing the full listing here. They include, among others, processes identified in other studies of transformative learning such as, remaining open to the unexpected and expected; delineating generic boundaries; developing a sense of multiple realities; reflecting on own and other's experience; suspending or minimizing deliberate, conscious, rational processes; and, recognizing and follow feelings in the learning process.

In summary, this new research in adult learning represents beginnings in the development of conceptual and practical tools for systematically facilitating adult learners in their search for new perspectives. It provides new understandings of the processes by which we ourselves transform our meanings and gain the advantage of new perspectives and self control of the rules by which we program our own knowledge and learning. It provides guidelines for the development of an arsenal of tools by which practising continuing educators can enhance and expand the learner's control not only of the content of what he or she learns, not only of the method by which he or she learns, but of the thinking/feeling/sensing and intuiting processes themselves.

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CURRENT TRENDS IN ADULT EDUCATION RESEARCH

John M. Sweeney
READ BY Gloria Rayburn

If there is one consistent thread that runs through the literature on adult learners, it is that they learn differently than their more traditionally aged college counterparts. They also have considerably more experience to contribute to the learning process and need to have information or skills which are almost immediately and practically usable for them.

One of the reasons the current emphasis on the adult learner has come about is because of the anticipated decline in traditional college-age students in the 1980's. One result has been the development of an increasing body of literature on adult learning and education.

Allen Tough (1979) suggests that there is a fundamental shift in the focus of education today from the more traditional one of providing education or instruction to one of facilitating relevant learning.

What are the differences in adult learners and how can we as educators respond to them? Time would not permit me to cover all of them here so I will limit myself to that which I feel is most important, one's sense of autonomy.

Lorraine Jensen (1974), in her doctoral dissertation, defined autonomy as a desire to act independently and to be free from outside direction. She conducted a study to determine whether or not students high in autonomy would prefer student-centered teaching methods and those low in autonomy would prefer teacher-centered methods, indicating that the difference in the two methods lies in how much work the student must do on his own and how much responsibility he must assume. Her study supported this concept.

Jensen also reports on a study by Wispe (1951), in which it was determined that directive classes were most beneficial to personally dependent students while personally independent students preferred permissive instruction.

Malcolm Knowles (1970) suggests that as a person matures his self concept moves from a dependent personality to a self directing one and that adults resist learning under conditions which are not consistent with their self concepts as autonomous individuals.

Alan Knox (1979) suggests that as people move from adolescence to adulthood their self concept becomes more positive and interacts with performance causing them to want to be self directed in the role of learner. He also indicated that adult learners are more effective when they are permitted to proceed in their learning at their own pace.

Gordon Godbey (1978) states that adults, like others, learn in different ways. He indicates that traditional lecturing may result in little, or low level learning.

Jeffrey Sussman (1979) found that adult students using personalized instruction could perform at least as well as adults in more conventional settings. His subjects (students) were placed in individual instruction based upon their personal background, interests, needs and abilities.

Turning from the literature on adult education to that of management, Victor Vroom (1960) found that workers with a high need for independence had more favorable attitudes toward their jobs when they felt they could participate in matters relating to them. In those with a low need for independence this was not the case and felt participation was in fact not related to job satisfaction. I use this here because I believe it is related in the sense that structured teacher oriented classrooms are autocratic situations in much the same way as work situations are when they don't permit participation in the decision making process.

All of this suggests that adults are more autonomous than children and will be more satisfied with and learn better in environments which permit them to act on their own time schedule, in situations where they are responsible for and can act independently in achieving educational goals.

What can and what should we do about the suggestion that by offering traditional courses for adults we are not effectively meeting their needs, in fact not providing a quality in their education which they want and which is conducive to promoting learning.

Research suggests that we could best meet the needs of our adult clientele by providing them with individualized, one-to-one independent study projects. This would not only be difficult in terms of finding enough qualified professionals to work with our students, the expense would be entirely prohibitive.

Malcolm Knowles (1970) suggests a science of adult teaching which he calls andragogy. In this approach teachers should be aware of the characteristics of adult learners and design classes which are responsive to their needs. Classes should provide adults with an opportunity to participate fully, use their experience, and provide knowledge or skills which are immediately applicable. Recognizing that adults are self directing, the teacher should allow them to participate in designing their educational experiences.

If we are to proceed in these directions it is going to require a tremendous amount of training and re-training of those we employ to teach our classes. Most of our faculty are traditional faculty who teach in full-time undergraduate colleges in the mode most prevalent -- lecture. This is a form of autocratic leadership and research suggests that it is extremely difficult to make an autocratic leader a democratic one. In addition, we seldom reward good teaching so there is little motivation for one to develop an entirely new and extremely different teaching style.

I am not really as pessimistic as the preceding sounded. I believe that through the growing literature on adults and the need to teach adults in the face of declining enrollments of more traditional college age students, faculty will respond and over a period of time make the adjustments called for.

I am not so naive to think that all adults are autonomous persons. They are at different points on a continuum from dependent to autonomous. That adults learn in ways that are qualitatively different from children is also apparent. But, merely reaching the age of, say, 30, does not guarantee this to be true in any given individual. Some adults think and learn like children and some children can be remarkably like adults. We must be mindful of this in continuing education.

Even if we get to the point where those teaching adults are applying andragogy there will still be a need for the more traditional lecture classes for those who are low in autonomy. What we really need is an effective method for assessing students' personality characteristics related to learning styles in order to place them in the most favorable learning environments.

If we are to have different types of learning environments for students we also need a method of assessing the personality characteristics of faculty relating to their style preferences in conducting classe. Then we should match students with faculty who will design and conduct classes which meet the needs of the students involved.

There are tests, such as the Omnibus Personality Inventory (OPI) which have autonomy scales. These may be useful in assessing student characteristics for placement purposes. There are also methods to assess leadership styles which may be useful in reaching decisions about prospective faculty.

I have not seen much of this kind of pre-testing and placement done although it seems clear such a process would be appropriate. One reason may be the current state of the art in higher education, another will surely be the expense that would be involved in such a process. There is some evidence, although not formally documented, that students can self select appropriate learning environments. I am referring here to the success we have had at the University of Cincinnati Evening College with "Learning at Large" classes.

"Learning at Large" courses were designed in 1972 to meet the needs of students who could not or did not want to attend classes on a regular basis. In these situations a faculty member is made available to students for one hour each week. Students, however, are not compelled to attend class except for evaluation purposes. These classes are followed by a more traditional class so that students who find they cannot cope with the responsibility for independent learning may transfer to a more preferable environment.

It has been our experience that students in "Learning at Large" classes have been at least as successful in completing these courses with passing grades as their more traditional college counterparts. This at least suggests that students who choose this method of study are those capable of self direction and discipline.

It has also been our experience that "Learning at Large" students do not come to the weekly sessions in large numbers. This suggests that they do in fact want an independent learning environment.

The fact that "Learning at Large" courses are only offered when there is a more traditional section of the same course gives students an opportunity to select the kind of learning environment they prefer and are comfortable with. Initially, there was a lower rate of successful completion of these courses, but, that changed in the span of two quarters. This suggests that students who were not prepared to be independent soon determined that, and either left college or returned to the more traditional classes.

I said before that students were on a continuum from dependent to autonomous. This is at least partially supported by the fact that both the "Learning at Large" and regular courses continue to attract students. If all adults were autonomous, independent learners there would be a heavy imbalance in the number of "Learning at Large" students versus those in traditional courses. This is not the case.

How well are we doing in continuing education to respond to the new knowledge we have about adult learners. It appears there are trends which support the notion that we are responsive. I will define just a few programs beside "Learning at Large" which we have at the University of Cincinnati Evening College as an indication of our responsiveness. I think in many cases there are similar programs at other colleges and universities involved in continuing education.

Before I begin with our programs, let me state what Allen Tough (1979) has said about the nature of adult learning. In his book *Adult's Learning Projects*, Tough provides evidence that roughly 80 percent of all adult learning is *not* related to colleges and universities; that adults, on their own, engage in an average of five learning projects each year; and, that they spend about 100 hours in each project.

If we, in continuing education, are to be responsive to these data we must provide methods of assessing this learning and awarding college credit when appropriate. Also, we should provide ways to assist adults in their learning projects by providing qualified professional expertise and we should provide recognition for them in the form of college credit. At the University of Cincinnati we have designed systems to deal with both aspects of this situation.

We have developed a Credit Assessment Center to evaluate those experiences students have had and award advanced standing college credit for successful evaluations. The center consists of two components:

1. The Credit Through Evaluation Program assesses those experiences which have provided the learner with knowledge equivalent to that which would have been gained by actively enrolling in and completing a specific course.
2. The Portfolio Evaluation Process assesses the experiences of learners who have had a wide range of college level experience not related to a specific course.

In order to help students develop learning projects which are both relevant to them and academically sound we provide two related services.

1. Independent Study is an opportunity for a student to work with a faculty member on a one-to-one basis to explore an academic topic not covered in existing curricula.
2. Field Study is closely related to independent study. This program permits students to work on projects in industry or agencies and receive college credit. Typically, the student works with a faculty member and an industrial or agency mentor in developing a program or problem solving approach that is useful to the organization and the student as well as being academically creditable.

There are other areas in which we at the University of Cincinnati Evening College try to make our classes appropriate in format for our students. We hold faculty orientations for all new faculty in which we explore the literature on adult learning. Usually we provide them with a basic orientation and two workshop sessions. One session is on effective lecturing, the second is on alternatives to lecturing. We also have periodic workshops for our faculty in which we explore new trends and knowledge in adult education.

In summary, let me say that I am encouraged by the recent trends in adult education research and the reactions of administrators involved in adult education. Regardless of the reason, the fact is that there is increasing interest in and research about adult learning. These efforts have uncovered differences in adult learners as compared to their more traditional adolescent college counterparts.

Continuing education administrators have been responsive to this new knowledge about adult learners by providing services and programs which are designed to meet the needs and learning styles of their clientele. It has always been the role of continuing education to lead the way in the development of programs and strategies for teaching our clientele. We must continue in and expand this important tradition.

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WOMEN ON THE MOVE: A GROWING CLIENTELE

MODERATOR: *Ms. Helen Buck, Counselor-Programmer, Women's Center For Continuing Education, Syracuse University*

RESOURCE PERSON: *Ms. Carol G. Hunter, Manager of Human Relations and Affirmative Action, Union Pacific Railroad*

RECORDER: *Ms. Dorothea Lakin, Coordinator, Office for Continuing Education, University of North Carolina at Charlotte*

Carol Hunter presented her ideas from two perspectives: as a continuing educator at the University of Nebraska, and in her new position at the Union Pacific Railroad.

I. HISTORICAL AND LEGAL IMPLICATIONS

Historically, Oberlin College (in 1836) is recognized as the first college to open its admittance policy to include women. The 50-year period between 1880 and 1930 was a time of rapid growth in the participation of women in American higher education. By 1920, the year women won the vote, women represented 47 percent of the country's undergraduate enrollments. That number was an all-time high until 1977.

The decade of the twenties presented an opportunity for scholarly and professional women that is yet unmatched. 32.5 percent of all college presidents, professors and instructors were women in 1930. But between 1930 and 1960, the number of women in higher education suffered a decline. The proportion of women who received undergraduate degrees fell to a low of 24 percent. These women were very different from the women students on the move today. Most of them were between the ages of 18 and 22.

In the early 1960's, a new social consciousness and the appearance of Betty Friedan's book, *The Feminine Mystique*, prompted women to take a critical look at their lives. In spite of legislative efforts identifying and eliminating discrimination, today, women comprise only about 20 percent of the faculties of colleges and universities; that is, about two-thirds of what it was in the 1930's.

By 1970, the seeds of change planted in the sixties began to grow. Women, on campuses and off, began to measure their educational and professional potential. A recent issue of the *College Board Review* tells us that the last nine years have probably been the most important ones for women in higher education, though they have also been the most complicated and discouraging. Recent data from the National Center for Education Statistics indicate that women undergraduates now out-number men (52 percent) in the under-22 age group; more women from lower-income families in the 18 to 24 age group are attending college; there are more black women studying full-time and part-time at all institutions; women aged 22 to 35 (our women on the move) comprise the fastest-growing group of postsecondary students, their college attendance increasing 103 percent between 1970 and 1977, while women in the over-35 age group increased 68 percent between 1972 and 1976; and in institutions which offer graduate degrees, women comprise 52 percent of the students seeking a master's degree, and 40 percent of the students seeking a doctorate.

II. RE-ENTRY WOMEN: A GROWING CLIENTELE

Re-entry women are those women over 22 who return to school after a period of being at home or in a non-fulfilling job. Their primary purpose is career training, freedom of the mind, and the enrichment of life. Ms. Hunter described her own re-entry at the age of 29 and said that while looking for a sense of fulfillment, she participated in a values clarification exercise and a "light bulb" went on in her head which started her on her way.

For other re-entry women, a very real change takes place in their lives. For some it is the "empty nest" or the trauma of being divorced or widowed. For others it is being overlooked or passed over in their career.

Re-entry women come back to the campus determined, but frightened. The determination which pushes them forward has something to do with taking control, of being responsible for self, and helps them overcome all the university administrative red tape.

Rosalind Loring has compared continuing education to Cinderella's glass slippers. Loring says that the fairy godmother neglected to tell Cinderella that she could do much to help herself. The programs and resources we can offer them represent a wealth more promising perhaps than the glass slippers. Continuing one's education makes it possible to change conditions brought about by being underprepared, underexperienced, and undereducated. It can help change careers, meet everyday personal and family concerns, and serve the needs of community and environment. It can also be fun!

Educational institutions should help these women, in many ways, to make their re-entry smooth. One of these is sharing all information that might assist these women in being successful. In addition, institutions should adjust their own attitudes towards the kinds of careers women might want and not steer them to the traditional home economics, education and nursing!

Women entering the job world either for the first time or after some time away suffer the same kinds of fears and insecurities as do re-entry women. Women are tired of being asked why they want to work. Nobody asks a man his reason for working. Recent statistics show that women on the move still have a long way to go. For example, women with college degrees often earn less than men who only finished the 8th grade!

III. STUDENT SERVICE NEEDS: A DIFFERENT CLIENTELE

The first step for these re-entering women is to determine what they are going to do with their lives so they can go after the education, training and work experience to make things happen. Educational institutions need to provide specialized counseling and skill training, as well as the traditional credit courses.

Another critical concern for the returning woman is child care. There is no centrally-organized child care in our society. To alleviate this problem and the mothers' guilt feelings, we educators must generate public interest and support. Many women are coming back to school and work out of financial necessity, and here we come to "a rock and a hard place" -- the cost of quality education, texts, child care, transportation, etc. And there is very little financial aid available.

Colleges should appeal to community groups to offer scholarships and loans to these mature women and encourage business and industry to offer tuition assistance, workshops and training for their employees.

Another way we in continuing education can help is to be knowledgeable about the institution's policies and procedures, else how can these "new" students begin to believe they really count when they are continually shuffled off to someone else.

Ms. Hunter suggested women may prepare in advance for re-entry by joining support groups, disciplined reading, taking short courses and doing volunteer work.

IV. PROGRAMMING IDEAS

We who advise and teach adult women have an obligation to develop programs which are constructed to best serve them. To do this well, we must evaluate their life experience and search out information and convince our institutions to develop procedures for assessing experiential learning. The benefits of awarding credit for this learning may mean the difference between earning a degree or giving up in despair.

An advisory council for continuing education for women is a tool which can be used to help both your department and your clients. Many times their interest may be piqued enough to offer scholarships and co-sponsorship as well as program ideas.

Grant monies continue to be a valuable source, especially since the development of the Women's Educational Equity Act. Many examples could be given of women who have already been helped by this.

Programs must be offered which change attitudes and develop skills so that women may continue on the move and may enrich and fulfill their lives while making a valuable contribution. We must also assist men to reassess their roles and adjust to the woman on the move by offering guidance, counseling and workshops for them, too.

V. CONCLUSION AND GROUP DISCUSSION

Ms. Hunter closed with the hope that the time will soon arrive when women's roles will not be questioned and they will be able to move onward and upward at will.

During the discussion period, those present were asked why they had come, and the following answers were given: (1) interest in developing programs for women and a desire to learn; (2) would like to attract more women to programs; and (3) to offer suggestions from their perspective.

Suggestions for assisting re-entering women which have succeeded in other places included: (1) offering re-entry seminars three times a year; (2) a support telephone system with phone number in shopper's guide; and (3) GED scholarships.

BUILDING BASIC SKILLS WITH COMPUTER - BASED EDUCATION
(CONTROL DATA - PLATO)

MODERATOR: *Dr. Coy F. Hollis, Assistant Dean, Adult and Professional Education, Division of Continuing Education, University of Alabama*

RESOURCE PERSON: *Dr. Talmadge T. Williams, Marketing, Control Data Corporation*

RECORDER: *Ms. Deborah A. Kohler, Assistant Director, Information Services, Delgado College*

Dr. Talmadge Williams opened the meeting by addressing his topic of computer-based education, and how Control Data-PLATO applies to education. (PLATO refers to Program Logic for Automatic Teaching Operations.)

Before Dr. Williams began his specific remarks, he showed a brief slide presentation based on what the computer is today, in order to help those who know little of computers and how they work.

The fast-paced slide presentation showed that in our modern society, computers are becoming an essential part of our everyday lives. They book plane reservations, land airplanes, ration oil through pipelines, run power plants, handle cost accounting, solve complex circuitry problems, and reorder merchandise.

The mystery of the computer has always been the obstacle of the language barrier. A solution to this is Control Data-PLATO, an instructor which responds on a personal level with words, pictures, charts, and graphs. Lessons become interesting and challenging. The student works through the keyboard, and PLATO responds to touch. One gets a chance to try various alternatives and immediately see the results.

PLATO helps people solve real problems on-the-job. For example:

* Salespeople accurately and quickly experiment with different configurations of systems for potential customers.
* Engineers use PLATO to help design products. Changes in design specifications can be made in the terminal.
* Personnel can consult with co-workers around the country.
* Technicians use PLATO to learn how to use test equipment by connecting PLATO to the simulated hardware, and an immediate feedback on trouble-shooting attempts are received.
* In company learning centers PLATO delivers personalized instruction and keeps track of student records and learning resources.

The slide show was summed up: "PLATO is for people who need to know, make references, train, and solve problems."

Dr. Williams began his talk on the Control Data Corporation in general, and its involvement in computer-based education by giving a brief history.

In the early 1960's involvement of individualized instruction and teaching machines developed. The computer had expected to do for education what it was already doing for industry. Disappointments followed with the new technology. Computers seemed to be a threat to traditional classrooms. There was no effective instructor training, and the cost factor prohibited extensive use.

Control Data was quietly involved at the University of Illinois, developing and testing a system which is today called PLATO. After 15 years of developing, just two years ago, Control Data came to the market with a major effective service of computer-based education.

Today there are numerous PLATO systems operating as a network from the headquarters in Minneapolis. Altogether more than 2,000 PLATO terminals are operating in the United States today.

The PLATO system allows the subscriber to purchase or lease one or more of the terminals, and connect it to the large cybernite unit in Minneapolis. Through this unit, training is delivered to students on-site. Over 6,000 hours of classroom instruction have already been developed. Subscribers are also given the opportunity to develop and design courses to specifically fill their instructional needs. If needed, Control Data assists the institution with the production.

Over two years ago Control Data built a curriculum package designed to teach the adult remedial skills. To help upgrade the base educational abilities of adults became a social necessity and responsibility of Control Data. The Basic Skills Training System is an individualized self-paced instruction of language and mathematics materials which stimulates and reinforces the student who has difficulties with traditional learning. It reduces uncomfortable feelings of frustration, anxiety and failure. Currently, terminals are installed in over 60 universities and colleges, and in secondary and elementary education.

Dr. Williams cited an example of how PLATO can do the job. Recently, the proficiency testing requirement was established in Baltimore. At an inner city high school, with a total population of 3500 students, 200 seniors failed the proficiency test. Control Data-PLATO Basic Skills package was used by these seniors, and in less than two months, all but nine of those students passed the proficiency test.

With PLATO's capacity to pretest, diagnose, prescribe and store student records, it gives the instructor the freedom to devote more time to encourage and consult, and to relate directly with each student.

As PLATO sales increase, the delivery cost will continue to decrease. And at the same time, traditional educational costs continue to rise.

Another slide show was viewed. This one graphically showed several adults, unsatisfied with the basic skills they possess, using the Basic Skills program to help them become better skilled and equipped to live more productive lives.

In comparison, Dr. Williams cited the basic principles of skill development:

1. only the student by himself can make himself skilled;
2. the environment must be skilled;
3. rate of speed of learning is relative;
4. daily practice is necessary;
5. every human skill is physical and mental.

PLATO helps students develop skills by assessing them in individualized, practice instruction, creating a challenging environment, responding and reinforcing, and developing motivation for continuous use of learning centers.

In the question and answer period that followed, discussion focused on PLATO's course contents, effectiveness and guarantee, cost factors, usage, the development of additional curricula and ways of acquiring the system.

Anyone who would like information on Control Data-PLATO, contact Dr. Talmadge Williams, at Control Data Marketing, 6003 Executive Boulevard, Rockville, Maryland 20852; telephone (30s) 468-8367.

IN-HOUSE COUNSELING vs. EXTERNAL BROKERING, PROS AND CONS

Moderator: *Mr. Richard Meagher, Dean, Continuing Education, Fashion Institute of Technology*

Debaters: Pro: *Nancy C. Gelling, Syracuse University*

Con: *Francis U. Macy, National Center for Educational Brokering*

Recorder: *Dr. Maury S. Matthews, Jr., Director, Office of Continuing Education, Auburn University - Auburn*

Report not received

MARKETING AND PROMOTION

MODERATOR:	*Dr. Peter K. Mills, Dean, Division of Continuing Education, Philadelphia College of Textiles and Science*
RESOURCE PERSON:	*Mr. Peter C. Tolos, Executive Director, The Educational Cooperative, Philadelphia*
RECORDER:	*Mr. Timothy M. Sullivan, Director, Conferences and Institutes Division, Stonehill College*

INTRODUCTION

Educational marketing is the sum total of all interactions between the institution and its environment that affects the image, reputation and saleability of the products: goods, services and ideas perceived to be needed, developed by the institution to satisfy that need and offered to potentially responsive consumers through a series of planned actions to influence a competitive marketplace. Educational marketing involves everyone who may affect those beneficial interactions directly and indirectly.

The process of educational marketing begins at the moment an individual comes in contact with your institution. All departments which involve the people who come in contact with your institution are an integral part of the educational marketing process. Individuals working in these departments and offices must be able to properly represent your programs which you are marketing. This process also requires the involvement of faculty in the marketing arena as active participants.

Successful marketing begins with an analysis of what people want. The marketing campaign must then respond to what people want before they lose interest. Students should be viewed as customers by those of us who develop marketing strategies. It is important to cultivate a customer by reducing the barriers which stand between your customer and educational programs. Customer satisfaction will impact upon future sales. The customer can serve as a marketing force within the community. It is, therefore, important to deliver high quality programs which will result in customer satisfaction. The educational marketing process must also be ongoing in order to account for retention. In order to develop an ongoing marketing campaign as well as a high quality program, education should be viewed as "for-profit" venture. Revenues generated need to be continually invested in the future in order to better service students.

Promotion is the cumulative activity of publicity, advertising and recruitment used to actively pursue the sale of a product or program offered by the institution. Marketing and Promotion are not synonymous, the latter being a part of the former. Promotion is the "beating of the drum" to generate sales directly and forthrightly.

MARKETING AND COMPETITION

When developing marketing strategy, you must consider the competition which is present in the marketplace. In order to respond to this competition one needs to clearly understand the mission of the institution and how that mission relates to the education programs being offered. When marketing, one must also consider the environment in which the programs are going to be offered. The primary motivation for offering continuing education programs should be to service adults. The clarity of your purpose, goals and mission will be evident in your promotional material. Direct, indirect and diversionary competition is present in the marketplace.

MARKETING AND PROMOTIONAL MATERIAL - INTENT

The process of marketing involves time and planning. The intent behind promotional material is most important. Several questions need to be answered prior to completing promotional material:

1. Who may be interested in your programs? First, you must determine who is participating in your programs now.
2. What will your promotional material accomplish? What are you trying to communicate? What you say on page one of a brochure is your key message.

   Four steps in closing a sale:
   * selling the concept of what you are doing; selling education;
   * differentiate; make it clear that the benefits of your institution are greater by highlighting your most positive qualities;
   * notify;
   * close.
3. When to publish your promotional material - the need for planning time.
4. Where to market.
5. Why to select a particular medium to match your audience.
6. How to best market your program.
7. How much to spend - cost.
8. How many to publish - quantity.
9. How effective - response.

THE LAY-OUT OF A BROCHURE: GUIDELINES

1. Use registration forms developed for the convenience of the student, rather than for the convenience of the institution.
2. Use brief course descriptions.
3. Avoid blank first page.
4. Thematic photography is positive.
5. Avoid classroom photographs and photographs which depict unhappy people.
6. Use good quality paper.
7. Well written copy is important.
8. Short and direct copy is best.
9. Emphasize your student services.
10. Be consistent.

MARKETING RECOMMENDATIONS

1. Joint marketing among institutions can provide a solution to budgetary constraints.
2. Avoid marketing obsolescent programs.

3. Test your market with new ideas.
4. Track your results.
5. Invest revenues in new marketing ideas.
6. Use your own students and faculty in TV spots.
7. Market the student services you provide.
8. Market within your institution.

FACULTY CONTROL

GROUP LEADERS: *Dr. Frank Funk, Dean, Director of Continuing Education, University College, Syracuse University*

Dr. Lee Porter, Dean, College of Continuing Education, Roosevelt University

RECORDER: *Mrs. Constance M. Scott, Associate Dean, Information Services, Rider College*

The session entitled "Faculty Control" was intended to be a role-playing session. However, because of attendance, the session became a discussion on problem solving.

The group leaders pinpointed the real problem of faculty control by the fact that the dean or director of the continuing education program does not have direct control of the continuing education faculty. The faculty is either borrowed from another unit of the institution, or is employed as adjunct, and the selection of adjunct faculty is made by department chairmen. Thus, the continuing education dean or director is forced to accept faculty members over which he/she has little or no control, while trying to achieve good teaching and maintain a quality unit of the institution. Because of this lack of control, the continuing education director or dean is in the unenviable position of solving faculty-administrative or faculty-student problems, which were not of his/her creation.

Dr. Frank Funk and Dr. Lee Porter designed the following typical problems, and used these problems as a springboard for discussion.

TYPICAL PROBLEM I

Associate Professor Carl Braxton has been assigned by the department head in mathematics, as part of his regular load, to teach a course at the evening college. Now, half-way through the semester, there has been unusually high attrition in the class' enrollment. Several students who "dropped" complained to the continuing ed. administrator about poor teaching and suggested attitudinal problems on the part of the professor. Among repeated student complaints concerning Prof. Braxton's teaching: failure to speak audibly and clearly ("he mumbles"); preoccupation with his own research interests ("he makes me think that teaching me is an unwelcomed and unwanted task"); impatience with adult student questions ("he implied that I should have gotten it all on my own"); and no sense of direction to the course ("we didn't get a syllabus").

It is clear that Prof. Braxton is an excellent researcher/publisher and held in high esteem for his brilliance by math faculty colleagues and the department chairperson who assigned the load teaching.

A meeting has been set up by the continuing education administrator with the department chairperson, the liberal arts dean and the dean of continuing education to discuss a request for Prof. Braxton to teach in the evening in the next semester.

In a telephone conversation to set up the meeting, the department chairperson indicated that no other *faculty member can be assigned to the* required course, so it must be Prof. Braxton.

Roles: C.E. Administrator, Dean of Liberal Arts, Dean of Continuing Education, Department Chairperson

DISCUSSION OF PROBLEM I

The assumption is made that the instructor is a valuable asset to the department because of his research and publishing. Also, in all probability the institution has received grant money as a result of these scholarly activities, and is reluctant to place these grant monies in jeopardy.

The CE administrator shoud not accept the decision of the department chairperson to assign the faculty member for teaching in the CE unit. The administrator should research the department for other possible available faculty. Be persistent. Do not back down at first line. (Of course, it always helps to have the support of higher administrators!)

If no other teaching member of the full-time faculty is available, find an adequate adjunct. Suggest to the department chairman that the teacher should be relieved of teaching assignments and utilize the talents for research on a full-load basis, or be assigned to teach a graduate class where his research would have more relevance.

This may be an institutional problem. A meeting could be held with the teacher, department chairperson and CE director. A discussion would make the teacher aware of his shortcomings and suggested methods for improvement. He may not be aware of his weaknesses, or lacks ideas for effective teaching.

TYPICAL PROBLEM II

Assistant Professor Robert Smith has taught a fine arts course in the evening college for 7 semesters in a row. All of this teaching was for additional direct compensation or on an "overload" basis.

During the last two semesters, the declining enrollment for the course he teaches has slipped to the point that tuition income is far below faculty cost.

When the continuing ed. administrator telephoned Prof. Smith to say that the course would no longer be offered and therefore Smith would not receive the additional compensation, Prof. Smith "hit the roof". He then went to his dean to compain about his lack of income and implied that his "regular" salary was lower than it should be because of the overload payments for that period and that his dean needed to find a way to compensate him back up to his present level.

Smith's dean has requested a meeting with the dean of cont. ed. who will bring along the administrator assigned to that subject area.

Roles: Dean of Fine Arts, Dean of Continuing Ed., C.E. Administrator

DISCUSSION OF PROBLEM II

It cannot be emphasized too strongly that over-load contracts should be very definite and concrete - to the point where no over-load assignment can be expected to continue indefinitely. A decision was made in a court case which involved a similar problem. The decision was that after two years the faculty member had every right to expect the overload payment.

A meeting should be held with the department chairperson, CE administrator and the faculty member. Ways and means of revitalizing the course should be discussed. Perhaps the faculty member has taught the course so often that he has allowed it to stagnate.

There is always the possibility that the course in question has been offered so frequently there is no longer any market for that particular course. Other courses within this faculty member's expertise should be suggested and discussed. There is always the possibility that the faculty member would enjoy teaching a different course which would have a higher degree of marketability.

TYPICAL PROBLEM III

Professor Bibadew, chairperson of the Accounting Department in the College of Business, is a year away from retirement. Word has it that he was never a "good" teacher, but recently, according to students, his teaching performance is very bad.

The evening college has hired a community "adjunct" teacher to teach a section of the same advanced accounting course taught by Prof. Bibadew. The practitioner teaching the evening class, Mr. Grayson, has both an MBA and CPA, and heads his own accounting firm. Students report that Grayson is a dynamic, exciting teacher whose illustrations show great knowledge of the state of the art. He has developed such an excellent teaching reputation that students are shunning Bibadew's class, choosing instead to enroll in Grayson's, including some full-time students.

The continuing education administrator reports that Prof. Bibadew, the department chairperson, has called to raise the following issues:

1) He isn't sure there was "proper clearance" for Grayson to teach the credit course.
2) Grayson doesn't give them enough theory.
3) Grayson isn't terminally qualified for AACSB standards.

He then states that Grayson should not be used again.

A meeting has been set up with the following to attend:

Roles: Dean of Business, Dean of Continuing Education, Prof. Bibadew,
The CE Business Administrator

DISCUSSION OF PROBLEM III

This problem is a particularly sensitive one because it involves a department chairperson who, it is assumed, has been at the institution for a long period of time. There is always the possibility that the psychological factor of professional jealousy has reared its ugly head.

A meeting should be held with the Dean of Business, CE administrator and department chairperson. The three issues as defined should be discussed. The "proper clearance" issue is not valid. The department chairperson must have authorized the hiring of the adjunct or he/she would not be on the teaching staff.

It appears that many business deans use the AACSB standards to attain goals of their preference, and CE administrators who are not knowledgable regarding AACSB standards accept business deans' decisions on faith. The CE administrators should familiarize themselves with the AACSB standards. The terminal standards are a percentage, not a fixed number. Therefore, one faculty member would not necessarily be eliminated by the standards.

The department chairperson should be questioned as to how he knew the adjunct did not give enough theory. Did he observe the class, or was this information gained by heresay? If he reached the conclusion by observation, the problem could be solved by a meeting where constructive criticism could be given to the adjunct. Heresay is not valid evidence on which to base a conclusion.

Every effort should be made to retain the services of the adjunct teacher.

TYPICAL PROBLEM IV

The Dean of Continuing Education has stressed, to the day faculty, that the evening college staff is much interested in their ideas for new non-credit courses.

Recently, Prof. George Davidson of the History Department called a continuing ed. staff member with an idea for a non-credit seminar in the history of colonial Latin America. After doing some informal checking to confirm her hunch, the CE staff member concludes that it would be a real enrollment "bomb" and that his reputation as a "so-so" teacher would not help. In the phone call back to the professor, she diplomatically, letting him down gently, suggests that she doesn't think the course would go. Two days later she gets a three-page syllabus from Davidson with a note saying that she might want to think more about it and a hint that he could use the extra money.

She calls him back with a firmer "Thanks, but No Thanks". Prof. Davidson now calls the Dean of Continuing Education to say he's received the Dean's earlier memo requesting new course ideas and that he has a "terrific one". The Dean sets up an appointment and at the last minute decides to ask his secretary to include the CE administrator for non-credit courses in the meeting.

Roles: Prof. Davidson, Dean of Continuing Ed., CE Administrator for Non-Credit Courses.

DISCUSSION OF PROBLEM IV

This problem involves a faculty member pitting one administrator against another administrator - a most undesirable situation.

The meeting with the Dean of CE, the CE administrator, and the faculty member should be held. The Dean should be fair and consider the thinking of both the administrator and the teacher. It could be suggested that the teacher could supply additional information (past experience, current political scenes, societal interest, etc.) which would influence the thinking of the CE administrator regarding the enrollment picture.

If, in the final analysis, the CE administrator agrees, the course should be allowed to run (and bomb out, if so be it). However, if the CE administrator is adamant and still feels the course is a lemon, the dean should back the administrator.

TYPICAL PROBLEM V

The Business Dean has assigned a full-time faculty member, Professor Mohamed Onasis, to teach an advanced undergraduate accounting course in the evening. Professor Onasis has a Ph.D. earned in the United States, but students say his command of English is weak. He also speaks very rapidly with a heavy accent which makes listening to him both difficult and tiring. Perhaps for these reasons, the attrition rate in his classes has been very high.

The continuing education staff member would prefer a part-time community instructor who is a partner in a leading CPA firm in the city. The Department of Accounting says however, that Prof. Onasis must teach the course as part of his load and will not approve the adjunct. They also suggest that they believe that AACSB standards specify limits for the use of part-time, non-Ph.D. faculty from the community. The continuing education administrator sets up a meeting.

Roles: Continuing Education Administrator, Dean of the College of Business, Accounting Department Head

DISCUSSION OF PROBLEM V

Many colleges and universities are faced with this problem today. Thirty years ago the problem was rare, but in today's higher education society we can relate to this problem readily.

Obviously, the faculty member involved is well educated in his discipline. Also, considering the scarcity of Accounting Ph.D's, he has great value when AACSB standards are considered.

This may be an institutional problem, not just a CE problem. The problem might be solved by "taking the bull by the horns" and placing the speech problem before the faculty member. Thus, the instructor is forced to face his difficulty squarely, and to enlist the services of the speech therapy department for assistance. Of course, the personality and ego of the faculty member would have to be considered before this solution could be utilized.

Since evening class periods are usually much longer than day classes, frequently three times as long, consideration should be given to assigning only day classes to this teacher. The students would not be subjected to the language problem for extended periods of time.

The suggestion was made to assign only upper level courses to this instructor. Thus, only students committed to the discipline would encounter him. (Note by recorder: Is this a cop-out?)

Again, the CE administrator should become familiar with the AACSB restrictions.

TYPICAL PROBLEM VI

The Continuing Education unit has recently received a grant to train a group of federal employees in two foreign languages, Russian and Chinese. The Liberal Arts Dean has assigned the faculty even though these courses will not carry college credit.

Regrettably, the Russian instructor, Prof. Tomaszewski, was assigned by the Dean because it was said he owed the University "hours" since at least one of his credit courses had been cancelled each semester for the last two years. He has tenure.

Prof. Tomaszewski calls the continuing ed. administrator to say that he has taught only literature courses in recent years and feels "uncomfortable" about teaching beginning Russian. He feels he wouldn't "do a good job".

The continuing ed. staff member clearly prefers to employ a younger faculty member in the department but on an overload arrangement.

The Cont. Ed. Dean asks for a meeting with the following to attend:

Roles: Continuing Ed. Dean, Liberal Arts Dean, Prof. Tomaszewski,
Continuing Ed. Administrator

DISCUSSION FOR PROBLEM VI

Most of the participants in this discussion were not aware of the fact that there are some institutions which have a policy of requiring full-time faculty to repay hours of cancelled courses. It does seem as though this policy would be difficult to enforce.

The CE administrator should discuss the problem with the Liberal Arts Dean and department chairperson. It is understandable that the instructor would be uncomfortable with lower level courses, since it appears his expertise is in the upper level literature courses.

Some rather pertinent questions were asked about finances: Is income from non-credit courses considered departmental income or CE income? Does the faculty member "owe" the department or the institution? Why should the CE division of the institution be involved in the repayment of hours of a full-time faculty member?

The CE administrator should insist on employing the faculty member who he/she feels would do a good job. Consideration should also be given to the future. If this federal training program is a success, there may be future programs. If the present program fails, the federal government may look elsewhere for training programs. Success or failure affects the present income and future income of the institution.

TYPICAL PROBLEM VII

Professor Russell is the only member of the Psychology Department who teaches the required course in statistics. The Psychology Department, several years ago, passed a "rule" that prohibited any overload teaching because of a renewed stress on research and consequent publication. It was also felt that additional teaching for extra compensation took energy away from advising, departmental and college committee work, etc., and that it tended to depress the base salary.

Professor Russell has regularly taught the required section of statistics for evening students. Unfortunately, he likes to teach on Friday nights, so the course is always scheduled then.

Adult students complain about the Friday night required class, saying that it tends to eat into their family's weekend, trips for holidays, etc.

Prof. Russell is a bachelor who lives in an apartment near campus and is seen wandering the campus on weekends. He has occasionally suggested holding the class on Saturday mornings. He has tenure and the support of his department head.

The cont. ed. administrator has an appointment with the Dean of Continuing Education to discuss the adult student complaints.

Roles: The Dean of Continuing Education, Continuing Ed. Administrator

DISCUSSION FOR PROBLEM VII

The class scheduling policy of the CE division should be discussed. If classes are normally scheduled on Friday evening and/or Saturday morning, it would seem appropriate to honor the preference of the faculty member. Students may be inconvenienced by scheduling the class Friday evening. However, the inconvenience lasts only for one semester.

If the class scheduling policy of the institution is Monday through Thursday, the request for a Friday evening or Saturday morning class is inappropriate. Scheduling a class on an off-night involves maintenance, security police, etc.

The CE administrator may want to discuss the reasons for a Friday night preference with the faculty member. If the reasons are invalid (interference with private practice, interference with life style or perhaps just a whim), the administrators could explain the hardships borne by CE students by Friday evening classes. There is always the chance that the bachelor faculty member is not aware of the problems facing the married, part-time student.

TYPICAL PROBLEM VIII

It is three-fourths of the way through the semester when the continuing education staff member hears that a professor who teaches an evening course on load has just had a severe heart attack. His doctor says he cannot participate in any college activities until long after the semester is over.

To further complicate things, it is a fully-enrolled, required course but the particular professor does not have a graduate assistant assigned to him.

When the continuing ed. administrator attempts to problem-solve with the Liberal Arts Dean, he is referred to the Department Head, Prof. Greene. Greene, after making appropriate noises about poor Bill's problem and the need for his salary from the overload teaching to continue, says he will substitute for Bill for a sum he names.

The continuing ed. administrator is not happy with the size of the sum requested, or the fact that Greene isn't willing to substitute on an unpaid colleagual basis. Greene also said he might consider giving all students an "incomplete" instead.

The CE staff member makes an appointment to discuss this matter with the Dean of Continuing Education.

Roles: The Dean of Continuing Education, Continuing Ed. Administrator

DISCUSSION FOR PROBLEM VIII

The Liberal Arts Dean should be made aware of the attitude of the Department Chairperson, and the inability of the CE division to pay twice for the same teaching assignment. Also, since it is a required course, and at this point in time, it is not known when or if the professor will return to the campus, the "incomplete" is not a good option.

Then the Liberal Arts Dean and the CE Dean should confer with the department chairperson. Some mention should be made of the professional obligations of a departmental chairperson. Considering the attitude conveyed by the chairperson to the CE administrator at a previous meeting, any effort to make the chairperson aware of professional obligations may be lost effort. If the department chairperson is unwilling to substitute for the ill professor as a courtesy or at a reasonable salary, the CE administrator has no choice but to seek the services of another full-time faculty member or an adjunct.

GOVERNMENT RELATIONS AND LOBBYING

MODERATOR: *Dr. Leslie S. Jacobson, Dean, Continuing Education, Brooklyn College*

SPEAKER: *Dr. Donald E. Crawford, Associate Vice Provost, Continuing Education, The Ohio State University*

RECORDER: *Dr. Will E. Johns, Assistant Director, Georgia Center for Continuing Education, University of Georgia*

We are so accustomed to thinking about "lobbying" in a pejorative sense, as something done by the oil industry or influence peddlers from foreign countries like Korea, that we tend to use the term "government affairs" as if it connoted a qualitatively distinct activity. Most of what we do in colleges and universities that falls under "government relations" constitutes lobbying with the former term being a euphenism for the latter. "Lobbying" is not necessarily "bad", otherwise how could interest groups, most all of whom have legitimate points of view, make known their needs in the context of our democratic system of checks and balances. In basic terms, "lobbying" is a means of having influence -- to a greater or lesser extent -- upon the Congress or upon our state legislatures.

There are several ways of achieving influence or of lobbying effectively:

I. Invest Directly in a Congressman's or Senator's Campaign.

The most effective way to gain influence with a candidate and to sway his or her opinion is to invest directly in that person's political campaign. Investments, such as those contributed by labor or business usually have some commitments attached by way of a particular set of objectives or recommendations to be promoted. It is helpful if the candidate thus favored with largesse wins an election. With victory achieved in "the direct investment strategy", there is a reasonable expectation that due consideration will be given to campaign promises. Let me say at this point that as public and private institutions of higher education, "direct investment" is both unrealistic, and quite probably against our state's laws.

II. An Informed Presence in Washington.

Having dispensed with the notion of monetary support for election campaigns as a viable alternative, the second best strategy is to have "an informed presence in Washington" either through the good offices of our educational association or in cooperation with other associations with similar objectives.

However, until recently the higher education associations have been described as ineffective lobbyists, but considerable progress has been made in the past few years. To be effective, an association must, through its leadership on the spot, be alert, aggressive, but not brazen in following salient legislative activity, and forearmed with superior knowledge, facts, and careful analysis of how this data supports the association's preferences. Indeed, if an association develops a reputation for sharp fact-finding with excellent interpretation of related issues, congressional and senate staff members will often turn to this source for help on technical problems. While such help is indirect influence, it will not go unnoticed at critical times in the legislative process.

An association spokesman must also know the intricacies of the federal or state legislative system and "how things work". The approach of having an effective association lobbying effort is not adequate by itself, since congressmen and senators have much wider constituencies than higher education, and are occasionally quite skeptical of "the higher education lobby" as if it were a monolithic entity -- which it is not.

III. An Institution Lobbyist.

A third approach is for a college or university to have its own institutional lobbyist on the scene in Washington. Such an individual can be helpful, more so for gathering information about legislative developments, than for having any decisive impact by himself or herself upon the process of devising laws or funding them. If such a lobbyist represents several clients, institutions, or associations, there is a danger that potential influence may be seriously diluted.

In the context of the statehouse, compared to the Washington legislative environment, individual lobbyists have occasionally proven highly effective.

IV. The College or University President as Spokesman.

As part of a comprehensive strategy for lobbying, we can not overlook the impact that an influential college or university president or other key institutional spokesman can have speaking to critical issues under consideration. While it is unwise to ask our institutional executives to speak frequently on legislative matters, we should not hesitate "to bring out the heavy artillery" if the situation warrants it.

V. Encourage Those Served by Legislative Changes to Speak Out.

While three of the first four strategies for gaining influence in the legislative process are important, the opinion of the clientele to be effected by changes in law constitutes a powerful means of having impact upon the final decision. For example, if the president of the campus adult student organization writes favorably about the value of financial aid for the less than half-time student, he or she will likely make a greater impression upon a congressman or senator than a college or university president. The adult student constituent personifies the "flesh and blood voter" and not the abstractions otherwise presented in carefully arrayed statistical data from recognized lobbyists. For key legislators nothing is so powerful as either the "anecdotal success or failure story" from his or her home district that may be quite visible to the voter.

Suffice it to say that none of these strategies for lobbying is adequate alone; a comprehensive plan including many components is necessary. This is especially true because influencing legislation is an extraordinarily involved and time consuming process, particularly at the federal level, but perhaps no less so in many state legislatures.

In Washington, D.C., there is a complex interaction between the

President's staff, the Office of Management and Budget, and now the new Department of Education and its planning components in formulating "The Administration's Initiatives and Budget Recommendations". In the Congress, both the House and Senate have so-called "authorization" and "appropriation committee hearings". While it is true that the Senate engages in a parallel process, its schedule of hearings normally is later than that of the House. The process is complicated by the Congressional Budget Committee and its oversight function. This brief mention of committee functions is a gross oversimplification of the process, but is introduced to illustrate the character of the concurrent committee activity taking place "on the Hill". Each of these committees, or rather their more specialized subcommittees, hold hearings and receives testimony from interest groups and "the concerned citizens".

Realizing the entanglements and overlapping schedules of the legislative process, what lessons can be drawn that are pertinent for professionals in the field of continuing education? For one thing, it is most unwise "to leave it up to others" to look out for our interests and those of the student populations we serve.

I. We should know the congressmen and senators from our districts and states who serve on committees and subcommittees that deal with writing laws and setting appropriations relating to higher education. Unless institutional policy dictates otherwise, we should also make certain that the congressman or senator knows who we are and what we do at our college or university.

II. We should become acquainted with the congressman or senator's key staff members, especially those with special responsibilities for following trends and developments in higher education -- often such staff do the basic work that may surface in an amendment or proposed bill. A personal acquaintance may lead to a call for help or recommendations which constitutes an exceptional opportunity to effect an outcome in the ongoing legislative process.

III. We should recognize that most decisions that appear in amendments or law are made at the subcommittee level, less so in full committees, even less so on the House or Senate floor, so that maximum impact should begin early in the legislative process.

IV. At the same time, we must recognize that conditions can change rapidly, especially when congressional staffs begin "horsetrading and compromise", so that an effective lobbyist must have the fortitude and unremitting zeal to follow the process from beginning to end -- from creation or reauthorization of the law, to its funding in the appropriations action.

V. We should keep the president or other appropriate college or university officials informed on pending legislation and ask for their intervention if such is considered necessary.

VI. We should also sensitize our associations about the need for an effective representation of our position in proposing changes in legislation or making our needs known during the legislative cycle.

Finally, as continuing educators, we should consider making our congressmen or senators a part of timely conferences or programs on our campuses. Many senators and congressmen are conversant with major societal problems and can add much to debate or discussion for the public's benefit. Furthermore, they may appreciate the opportunity to address an audience and even send "a nice letter of appreciation to your president or academic dean". Ultimately, they may call upon us for "superior facts and informed analysis" during the legislative process, and that is the best way of all to have influence.

EXPERIENTIAL LEARNING

MODERATOR: *Dr. William T. Tracy, Dean, Continuing Education, St. Ambrose College*

SPEAKER: *Dr. Lorraine Matusak, President, Thomas Edison College*

RECORDER: *Ms. Elza Teresa Dinwiddie, Editor, Continuing Education, Franklin Watts, Inc.*

You are involved in experiential learning if you are a teacher of biology, sociology, psychology, etc. You are involved. From Plato's Academy, four centuries before Christ until today's schools, we have been involved in experiential learning. Many schools have come and gone, all using various approaches to experiential learning. The early American schools were designed to train the established social order. The high schools of the sixties made the American dream more democratic. At one time each sub-culture's education was non-traditional. Any new introduction into the social order of education is non-traditional.

Faculty sees non-traditional as equaling less quality. The primary concern of faculty people when confronted with Experiential Learning is the question of quality. Faculty people are the helmsman and in that position they can define quality. *Experiential Learning:* The jargon has frightened faculty to death. Experiential Learning is nothing new. It must be presented to the faculty in a non-defensive way, a way that will allow them to see that they have been doing this a long time. *To move from theory to doing equals learning.*

American education has a wealth of students waiting for us to open the door. We must each look critically at the idea that a teacher must do all of the teaching. We must return to the idea that knowledge is valuable regardless of its source. Learners can learn from experience.

The call to give credits for life experience, prior learning, self-acquired competencies began in 1974 with fifty-six institutions assessing Experiential Learning. In 1979 over 400 institutions are involved.

A frightened faculty believes that to assess self-acquired competencies will keep people out of their classes. These students can be led into regular classes.

How do you assess student competencies? The students should develop competency statements for courses that she or he feel capable in. Courses they need not repeat can be documented by competency statements.

How do you assess organizations with product and performance? It is done every day. After evaluating the competency document and perhaps after testing the student, the faculty will put a written recommendation in the file.

Can educational outcome be established? We are not looking at the process but at outcome. We must establish a process that is known to the students, faculty and administration.

Do single faculty or committees make the decisions? This varies with institutions, usually moving from the cumbersome slow committee structure to single individuals being entrusted with the decision, for speed of process.

How will students take exams in areas at Edison where there is no Clepp? The student will sit with a program advisor, working out a program and take exams at various centers.

Edison should serve as a regional assessment center to assess other institutions, not taking their students.

A minimum fee is charged for assessment. Edison College's is the most cost effective in the country.

We do discourage shopping around by not awarding credits until "X" quarters of work are achieved -- at least 90 percent of the institutions do that.

Empire State's track record for getting people into graduate schools is terrific! We have hard data on that. Institutions have changed to become more accepting now that adult students have proven themselves and have set great track records.

PROGRAM EVALUATION

MODERATOR: *Ms. Joan V. Persell, Director, Academic Services, Indiana Central University*

SPEAKER: *Dr. Frederick P. Gardner, Executive Director, Evening College and Summer Session, Rochester Institute of Technology*

RECORDER: *Dr. Charles A. McKee, Director, Evening College, Michigan State University*

INTRODUCTION

In continuing education programs the evaluation of the quality of curriculum content ought to be an integral part of the enterprise. In reality it often is a weak part of administrative effort. This can be understood, in part, when we realize that there are constraints placed upon most offices administering programs for part-time students. These constraints are manifested by such things as limited staff resources, institutional priorities which push us toward being responsive, flexible and innovative, tending to force us to relegate evaluation to the "back burner".

In the case of short course, workshops and seminars people in continuing education tend to do an outstanding job of program evaluation. It is the degree programs where we often fall short. This is ironic as it is in these degree programs that we often see students taking up to ten years to attain a goal. One wonders how many working adults have graduated only to find themselves prepared in areas where the job market is severely altered.

Here, I would like to discuss, in a fairly informal way, some of the considerations we in the continuing education enterprise might include as we embrace the term "program evaluation". This will be based on some recent experiences, including extensive fiscal analysis, demographic studies and some opinions culled from discussions about the nature of academic institutions and their denizens, the faculty.

FISCAL ASPECTS

How often do we include in our budget planning appropriate figures for program evaluation? My guess is that we very seldom push for such a budget item. If we are lucky someone on our staff will make time for some considerations of relationships between tuition income, faculty salaries and trends over time for each of our programs.[1] More often we tend to examine only the so-called "bottom line"; that figure that tells us yes or no in a general way.

It is important to monitor the progress of each course over time. I suggest that an ongoing chart for each course and each program be maintained for a period of five years. In this manner comparisons can be made as to how courses compare with others in the same curriculum. It is also possible to compare notes with colleagues at similar institutions to more critically evaluate performance. The point here is simply to establish a data base of useful information.

DEMOGRAPHICS

As we enter 1980, a U.S. Census year, the world of higher education will be forced to be ever more alert to how our population is distributed geographically, age-wise and with which kinds of occupational and attitudinal inclinations. We, as part of the educational network, must be able to examine our programming efforts in light of these findings. Indeed, we need to take the initiative to seek useful data.

Let's establish consulting relationships with people who hire, people who plan in industry and people who collect demographic data. We need to add to the base of data a dimension of reality for the future.

Our programs cannot be evaluated in terms of financial success alone. It is possible to offer a program that is financially sound that will bear little relationship to the rapidly changing milieu in which its graduates will find themselves five years from now. That is a poor short-term educational investment! Each university ought to have a "demographer in residence".

THE PEOPLE SIDE OF PROGRAM EVALUATION

Let's face it; most of us who have made careers in continuing education are purists. We tend to think that learning is justified for its own sake. That often results in a tendency to push a product, even if people don't buy it.

Now that we have made a confession, let's elaborate somewhat. Faculty tend to be a little remote socially and psychologically from that big world we so confidently think we are preparing our students to enter. At least, we in continuing education may be saved somewhat by the fact that most of our students come from that big world. Still, that inclination (or disinclination) remains a factor.[2]

Let's encourage our faculty and ourselves to engage in consulting, to undertake studies, to open our eyes to just how that favorite course or program is seen by others. This can be threatening, but more likely will be rewarding and lead to program improvement. Let us not simply update our catalogs year after year and hope for the best. To bring this attitude change into reality we, as administrators, must make it happen for those who will not. The old faculty position of "take it or leave it", simply cannot be defended. Faculty attitudes towards society often border on being disdainful. The characteristic of being introspective often works against good program evaluation.

HOW TO GET THERE FROM HERE

Leadership calls for not only the ability to inspire, but the power to make the environment right for program planning.

Explicit changes are needed to provide focus. Operating principles need to be established. For example, in the evaluation process, we may call for program pruning or increased sequencing of component parts. Candor must prevail and there must be followership as well as leadership.

Resident talent must be assessed. Can we continue to operate without incremental talent? Do we need expert help on program costing and marketing? If so, can this be acquired at a reasonable cost?

Program evaluation will not get very far unless there is provision for released time, staff support and outside help. Planning and evaluation do not flourish in a desperate atmosphere. To be more specific, let us discuss three areas relevant to program evaluation:[3]

> First consideration must be given to *program outcomes* in operational terms. This can be done through examining current bulletins, existing longrange planning documents and institutional goal statements prepared for such events as accreditation. Are the intended program outcomes realistic? Are they consistent with state or provincial department of education regulations? Do they match up with Federal occupational classifications in a meaningful way?
>
> Second, examine the program itself to discover the implicit and explicit rationale for the program. For example, study department or college minutes and memorandum, inquire of colleagues. Take into account recent and planned revisions. Ascertain what evidence exists that the program is the most efficient and effective route to the intended outcome.
>
> Third, bear in mind that all programs exist for students. We need to be aware of enrollment, retention, learning satisfaction and career patterns. Here we study enrollment patterns, test scores on standardized tests, grades earned in other institutions and expressed career intentions. Learning itself can be assessed by performance on such things as licensing examinations, the Graduate Record Examination as well as prizes and other forms of recognition.

Surveys of alumni are useful if carefully designed and administered. Include in this process some evaluative data from the Placement Office, and surveys of student satisfaction with the program. Finally, let us seek outside opinion. The use of advisory boards and accrediting groups for this purpose is recommended. While volumes could be written on the subject of advisory boards and accrediting agencies, let us say simply that in terms of program evaluation there is much to be gained from them.

CONCLUSION

The process of program evaluation ought to be an integral part of our work. The process of integration can be a challenge but the rewards are measured in terms of good education and institutional vitality. All people in the academic community and those often considered peripheral to it have a stake in the ongoing evaluation of educational activity. Evaluation can be salt in the wound if the atmosphere is wrong. Evaluation can best proceed in an atmosphere of freedom, not threat.

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1. Mr. Russell A. Norton, Professor Emeritus of Rochester Institute of Technology performed this function as Associate Dean of the College of Continuing Education.
2. Dr. Thomas Plough, Associate Vice-President for Student Affairs R.I.T. recently chaired a task force to evaluate programs at the newly acquired Eisenhower College at Seneca Falls, New York. These thoughts are based on a dialogue with Dr. Plough.
3. The specifics are based largely on recommendation of Dr. Lawrence Belle, Director of Instructional Development at R.I.T.

FUND RAISING

MODERATOR: *Dr. Jack C. Thompson, Associate Dean, Division of Continuing Education, Northwestern University*

SPEAKER: *Dr. John E. Miller, Vice-President, Peterson and Schouman, Inc.*

RECORDER: *Dr. Robert J. DeRoche, Director, Liberal Arts Evening Division, Marquette University*

Fund raising is defined as a dynamic art form. It is not a science. Questions raised will have more than one answer. Your experiences in fund raising are thus important in this regard. Fund raising is dynamic because it involves psychology, economics and management. It is also dynamic because it requires a variety of skills: research skills, for example, are very important; also ability to get along with people; ability to solicit; writing skills; sense for marketing, packaging, selling; a sense of timing as part of selling. I mention this because it is possible that you are here to receive information because you want to set up a fund raising program.

Another way to look at it is in terms of the *type* of funds: tuition/fees, taxes, grants, and gifts; thus, look at the relationship between the source and type. Another way to conceptualize is techniques for fund raising: personal solicitation, telephone, and mail as primary techniques; one other is "special events".

Today we will deal with one aspect of fund raising: techniques of obtaining data base systems that someone in continuing education needs to be aware of, needs to be able to apply if he/she wants to raise some money. The objective: get to know people in the development office in your institution; work with them, not against them -- this is very important. Also consider getting a small library in your continuing education office which will refer you to funding sources. Consider people in continuing education classes as potential prospects; therefore, maintain your lists, share your lists and study those lists. You might have the wife of a corporation president in there taking a course.

If you get the library it will cost about $100. Then assign a good secretary to continually review and monitor that data base as it relates to your community, your needs, your clientele. Don't be concerned if you are duplicating materials that are somewhere else in your institution.

Let's look at gifts/grants from corporations, foundations, and the individual sector.

Step 1 - Know your needs. Don't say "Tell me what's available"; first, define needs and then ask, "Who will support these needs?" Various material on needs assessment is available. It is a continuous process of definition and assessment.

Step 2 - (from overhead) Funds from corporations. It is not difficult to get an appointment with a corporation officer, but it is difficult to convince them to fund you. *Do your research first.* Why should they fund some activity at your school if they are doing the same thing in-house? Determine which corporations are headquartered in your state. Some corporations have more data on which schools their employees come from than the schools themselves.

Foundation Sector - Getting a foot in the door is more difficult. There is not as much reason to let you in as in the corporation. Who should make the contact with the foundation officer? Do you think your foundation might fund this project? if yes, you can go ahead with a proposal. Some foundations may have a special format for writing proposals. When you are left to design a format of your own, I suggest: Cover letter never more than one page; rationale not more than one page; half a page on the objectives (be specific). Activities: How to achieve objectives; what money will be spent for; here volume detail - 3-4 pages; who; events; calendar; whose facility; facility cost; travel. Evaluation; No more than one page, refer back to objectives. Budget: Many foundations/corporations may specify how they want this to appear. Don't forget indirect cost at your institution's rate; his definition of indirect cost; those costs which will continue regardless of whether the grant is funded.

Rationale is to get the funder to realize in the proposal that this is a living organism with which we are dealing. There is a checklist for proposal writers. You would be surprised with the number of proposals which don't have the correct arithmetic.

So we have looked at a couple of techniques and made a distinction between the corporation and foundation. When researching corporations, it is difficult to come up with national directories. It is not as difficult with foundations. In research foundation's handout (other source) - there is a basic library for someone seeking funds from foundations - not much cost. Foundation directory is a key - list of foundations; here is a sample entry (a handout) which has valuable indexes; one needs to know how to use the directory. For example: important officers and directors - if you have a list of your board and others involved in your institution you can cross-reference with list of foundation directors. You can ask your own board members if they know any of these people; thus, connections/contacts are important. "People give to People." We might forget this with our own causes. Foundation Grants Index is a quick summary of actual grants made by the foundations. Another tool is the Foundation Center Source Book profile - read this on your way home. It has a wealth of information. One last important reference. Many foundations publish annual reports and proposal guidelines. It is important for you to request these. It does not contradict the importance of having contacts. You still want to know operating rules. You can request these with standard for letters.

Two other ideas: Clippings from newspapers and periodicals for updated activities, for example women's page and business page. One in our field - The Chronicle of Higher Education, is a good reference. You have Computer Search subjects in your handouts. It gives you key subjects they use to research grants that were funded under that subject - available in microfiche or hardcopy. So you can get a printout and this helps you reduce the size of your haystack. My time is up. I tried to give specific tasks for tomorrow. Thank you.

RURAL EVALUATION

MODERATOR: *Dr. Hal Funk, Dean, Continuing Education, Southwestern Missouri State University*

SPEAKER: *Dr. Franz A. Nowotny, Dean, School of Extended Studies and Community Services, Eastern Montana College*

RECORDER: *Dr. James M. Young, Dean, Special Instructional Programs, Washburn University of Topeka*

Dr. Funk convened the workshop on Rural Evaluation and introduced Dr. Franz Nowotny, principal speaker for the session. He cited Dr. Nowotny's broad background of experience and research in rural continuing education and noted that his topic "Issues in Rural Continuing Education: Challenges in the 80's" closely paralleled the theme of a major conference in higher education which Nowotny had coordinated at Billings in the spring.

Dr. Nowotny began his presentation by noting that his focus on challenges of rural continuing education to be faced in the 80's would stem from the colleges and universities' perspective and would have little reference to programs provided through agriculture extension service or those typically falling within the scope of land grant colleges. He proceeded then to sketch out the challenges facing post-secondary education and the shape of U.S. society in the 80's in relationship to the prospects of lifelong learning, continuing education, and more particularly, rural continuing education. He explored in depth the scope of lifelong learning and the reasons for its growth in recent decades. The foundation was established and rationale presented as to why rural continuing education should be treated apart from traditional continuing education. A model was developed showing that a common group of traits found to exist within the rural culture of this country warranted separate educational consideration and treatment. Included were characteristics which rural regions have in common with each other as well as significant changes that are occurring in rural America with major implications for rural education. Examples cited were the migration of people back into rural areas, a movement toward greater concern for lifelong learning on the periphery of our society, increased participation rates, and the role and availability of technology.

Dr. Nowotny gave particular attention to policy issues which need to be addressed by rural continuing education if it achieves the goals envisioned. Such concerns fall within the general categories of financing, quality of learning experiences made accessible, the regulation of continuing education, and state policies which affect public response to needs of rural people. He noted that significant changes would have to be accomplished in modes of delivery in order to accommodate evolving patterns of life style and the changing rural clientele. Differences in educational needs of non-farm and farm workers will have to be addressed as well as the unique needs and characteristics of the growing elderly population.

Dr. Nowotny contends that there will be a significant expansion in rural education in the 80's provided that structures of learning experiences can be developed which are useful to people in terms of content, timeliness, delivery, and availability. Factors which can greatly influence this expansion are the increasing number of adults with free time, the shrinking work hours among the rural labor force, the shift toward practical skills and craft courses, the movement toward less formal learning, greater opportunity for space free/time free learning, further emphasis on self-directed learning, closer linkages among the many sectors of education, the advancement of educational technology making possible more computer assisted instructional programs, and the expansion of educational network and communication among networks.

The problems facing rural continuing education in the 80's are of a multiple and complex nature and will require multi-faceted solutions. Keys to these solutions must include enlightened public policy sensitive to the values of rural living, a growing national commitment to lifelong learning, and the creative application of educational technology and leadership in making continuing education a reality in rural America.

In the limited period available for discussion the following questions were addressed by Dr. Nowotny and the workshop participants.

- How will the energy crisis impact on rural life and rural life education in the 80's?
- How will adult higher education fare in comparison to agriculture extension in providing opportunities for lifelong education?
- Is there a danger in the alienation of rural farm people and non-farm workers as the out-migration from urban areas continues?
- What are the alternative media delivery systems which show greatest promise for addressing continuing education needs of the rural areas?
- How can demographic factors affecting progress of continuing education in rural areas be pinpointed?

EDUCATION FOR THE HANDICAPPED

MODERATOR: *Dr. Lee Transier, Director, Continuing Education, University of Houston*

SPEAKERS: *Dr. Joan Austin, Director, Office for the Disabled, Temple University*

Dr. Steven Rosalie, Assistant Dean, Ambler Campus, Temple University

Dr. Benjamin Wieder, Associate Dean, Division of Evening Studies, Summer Session and Continuing Education, Queensborough Community College

RECORDER: *Dr. Henry Malecki, Dean, University College Loyola University of Chicago*

Dr. Joan Austin presented Temple University's response to Section 504 of the Rehabilitation Act of 1973, the governmental regulation which was designed to open a new world of equal opportunity for more than 35 million Americans -- the blind, the deaf, persons confined to wheelchairs, the mentally ill or retarded, and those with other handicaps.

In a statement made by Joseph A. Califano, Jr., Secretary of Health, Education and Welfare, on April 28, 1977:

> "The 504 Regulation attacks the discrimination, the demeaning practices and the injustices that have afflicted the nation's handicapped citizens. It reflects the recognition of the Congress that most handicapped persons can lead proud and productive lives, despite their disabilities. It will usher in a new era of equality for handicapped individuals in which unfair barriers to self-sufficiency and decent treatment will begin to fall before the force of law."

An excellent film was shown in which Dr. Austin was a visible narrator, depicting some of the barriers encountered by disabled students and Temple University's approach to helping them resolve some of their problems. The film portrayed how several disabled students serving as advisors worked with the faculty and staff in identifying problem areas for disabled persons at Temple University and developing appropriate solutions.

Dr. Austin related that, as expected, reactions on campus to initiating a program to better assist the disabled were replete with problems and myths. She attributed the success of the program, to a large measure, to be due to the interest and support of the administration as expressed in the assignment of a President's Task Force for the Disabled. This group included administrators, faculty, counselors, students and representatives from both the Mayor's and the Governor's staffs. President Marvin Wachman gave the Task Force, which was headed by Dr. Bernard Watson, Vice President for Academic Administration, the charge to:

1. study the guidelines for non-discrimination on the basis of handicap issued by the U.S. Department of Health, Education and Welfare;

2. determine Temple University's obligations under the law in terms of programs and related actions;
3. estimate as accurately as possible the costs of the obligations;
4. determine the sources of funding; and
5. make appropriate recommendations, including priorities, to the President.

Other factors which Dr. Austin felt greatly contributed to the establishment of a viable program at Temple were those of student participation and working with extreme cases first.

She made several suggestions to keep in mind when working with the disabled, namely keep the disabled visible and remember that these students have the ability to love and work; what they want is an opportunity for an education.

Copies of two most helpful publications were distributed: 1) "Faculty Handbook on Teaching the Disabled", and 2) a leaflet which attended to matters of concern to faculty, "Opening the Door for Your Disabled Students".

Dr. Wieder presented a TV tape in which the directors, members of the faculty and students explained the External Education Program for the Homebound at Queensborough Community College.

This program, which had its inception in 1973, is designed to meet the higher education needs of individuals who, because of physical disabilities, are unable to leave their homes to attend classes on a college campus. Through it, homebound students are able, with the utilization of conference telephone installations on campus, to participate in a regular program of study leading to the Associate Degree. Initially, ten classrooms were equipped with telephones; today 45 rooms are so wired and 118 course offerings are made available to the students.

The conference telephone system enables these students to enroll and participate in regular day and evening classes. The instrument they use at home is their own telephone, and through it they may join in class discussion, ask questions of the instructor, and become involved in the give-and-take of the classroom atmosphere as if they were on campus.

A major shortcoming of the present arrangement as expressed by the homebound students is that they are unable to see what an instructor writes on the chalkboard during class. Dr. Wieder mentioned the availability of an electronic blackboard which can be leased from the Westinghouse Corporation. By way of the telephone, it transmits material written on the board to the home TV screen of the student. Unfortunately, to date, the cost of leasing such a device has proved to be too prohibitive for inclusion in the program at Queensborough.

In closing, Dr. Wieder stated that further development of the program for the homebound is limited by internal funding and very much dependent on outside funding.

Dr. Steven Rosalie was left with just enough time to add to Dr. Austin's remarks the statement that funding for the program for disabled students at Temple was provided in part by the Management Institute and speakers fees.

EDUCATION FOR OLDER ADULTS

MODERATOR: *Dr. James J. Carrig, Director, Continuing Education and Summer Sessions, Utica College of Syracuse University*

SPEAKER: *Dr. Mark Gelber, Dean of Special Programs, Skidmore College*

RECORDER: *Mr. John H. Fixl, Associate Dean, Continuing Education, King's College*

The focus of the Workshop on "Education for Older Americans" was on substantive and logistical considerations for adult educators when dealing with older persons. A definition of this clientele does not work when marked by age, because of the great diveristy of people in any age (diversity in health, in rural/urban identity, or educational background). Since scientists themselves do not fully understand the aging process, research conclusions in turn do not necessarily coincide with the experiences of adult educators in the design and implementation of programs for older persons.

Dr. Gelber described the evolution of the Elderhostel Program at Skidmore College. The idea was to bring senior citizens to campus for one week during the summer. The modest, $60 fee included three meals per day, faculty instruction, and special lecture presentations. The curriculum had to be revised immediately during their pilot program. The group of thirty participants was not sedentary, as planned; therefore, the revision included one course with physical movement (such as the dance), one course in art, and a third in matters contemplative. Evaluations showed that the participants enjoyed the learning experience immensely; the teachers were challenged, but pleased; and that there was a need for upward escalation of college services. A decision was made to enlarge the program and to continue to do so without benefit of consortium.

Logistics was a major area of concern for this diverse age group. The length of classes needed to be changed to under one hour per class. Classrooms were not adequately lighted; and instructors did not speak loudly and clearly enough. Large, bright, and clear visuals were needed, rather than the usual blackboard scribblings. Conceding the fact that the dormitory was not a hotel, and that no special concessions could be made in this regard, there were still a large number of complaints about the accommodations. Older people, too, were most conscious of diet; therefore, certain foods were avaided or prepared in moderation: fatty foods, red meats, and heavy desserts. There was also a need for more chairs for the comfort of participants in places like registration headquarters, outside the dormitory, and so forth.

A second major concern was that of curriculum. Administrators must be mindful that older persons are not preparing for a career. They do like, however, courses that integrate experiences and knowledge they have had, e.g., courses in Greek Mythology or courses about World War I or World War II. Subject areas of interest range from the very academic to topical issues. Generally, they are pleased with multidisciplinary subjects. Enrichment programs are popular. Most programs should include a course of athletic substance, not necessarily involving exercise, but one concerned with an understanding of one's body and how it works.

A third area of concern is that of cost. Many older persons are living on a fixed income. Therefore, it is essential that cost be kept as low as possible. Administrative expenses can be reduced if you can piggyback on existing campus programs, such as a Film Festival. Local Offices of the Aging can also assist by helping you cut back on advertising costs. At Skidmore, cost has now been fixed at $105 per week with a $10 application fee. Most of this amount barely covers food and housing expenses. Instructional costs are minimal, faculty earning $200 for five meetings, one hour per meeting. Small honoraria are arranged for other services, demonstrations, or readings. The best to be hoped for is for colleges to break even on these programs.

But there are benefits (other than financial) to be derived from programs for older persons. They can give a viable means of faculty development. They can assist in making new friends for the college in terms of small gifts. Also, the presence of older persons on campus can provide a leavening effect on campus life, if there are sufficient opportunities for integration of students.

SELECTED QUESTIONS AND ANSWERS

Question: Can an Elderhostel program be implemented in a community college?

Answer: Yes. Dormitory space is not essential. Transportation to and from the college can be included in the package. The greater concern of participants seems to be with the curriculum planned.

Question: How much extra staff is needed to administer a program?

Answer: One person, usually not engaged in full-time administrative activity for programming for the elderly. Full-time commitment is necessary, however, during the actual time period of the on-campus experience itself. Also at least a half-time secretary is desirable. If possible, the Director of the Program should live in the dormitory during the session.

Question: Do you charge the senior citizen when you take the courses to Senior Citizen Centers?

Answer: It depends on the length of the course. The cost could be about $35.

Question: How does an institution compete with free programs offered in these Centers?

Answer: Institutions should not participate unless invited there.

Question: How do you advertise your programs?

Answer: Through mailing lists, benefit of county Offices of the Aging, local publications, newspapers, and so forth. Generally conceded by participants with programs in place that programs are not hard to sell.

CONTINUING EDUCATION FOR PROFESSIONS

MODERATOR: *Dr. Robert Helmes, Dean, College of Continuing Education and Summer Sessions, Xavier University*

SPEAKER: *Dr. George Melican, Dean, Continuing Education, Eastern Michigan University*

RECORDER: *Dr. John Oblak, Director, Continuing Education and Summer Sessions, Ithaca College*

During the course of his remarks, Dr. Melican summarized the three main reasons why professionals return for continuing education. First, and probably the primary reason, is the mandatory relicensure laws that many states have passed. The second is the consumer advocacy programs that have stressed the need and desire for better service. And third in priority is the desire on the part of professionals to learn new knowledge.

Dr. Melican stressed that in many cases there is strong opposition on the part of professional groups to the relicensure laws for professionals, and, that frequently these groups have lobbyists who work to oppose relicensure laws as they are processed through state legislatures. In his discussion of mandatory relicensure laws, several interesting comparisons were noted. Optometrists, for example, according to the information Dr. Melican provided, are required in forty-three states to go "back to school" for programs ranging in length from forty hours to as few as six hours.

Dr. Melican's research revealed the fact that twenty-two states require veterinarians to return to school, while only twenty require physicians to do the same. On a more positive note, four states have currently passed legislation which will require physicians to return for additional training, and several other states are in the process of requiring continuing education for their physicians. Some states require a relicensure process through continuing education every two years, while others have annual requirements for their professionals. It is depressing to note that the desire to learn new knowledge is low in priority as a motivating factor for professionals returning to continuing education experiences. However, research demonstrates that this is the case and that without the mandatory relicensure laws the majority of professionals would not return for continuing education.

A variety of methods are used to provide continuing education programs. Home study courses are of particular value to individuals who can take the time from their schedule to follow a sequence of reading material and respond to questions about that material.

In-house training is a method in which specialists are sent to an area employing several professionals and provide on-site training at seminars ranging from a single day to two and three day, or week-long programs. The one and two day seminars are of particular value when mandatory relicensure laws call for eight or sixteen hours of training per year.

When scheduling two day workshops the preference seems to be for Wednesday and Thursday rather that on Monday and Tuesday or on Thursday and Friday. By starting a program at 8:30 AM on Wednesday and finishing it roughly at 2:00 PM on Thursday, employers can require employees to be back on the job Friday morning at 8:00 AM. Many employers, according to Dr. Melican's research, have refused to allow employees to attend workshops that run for two days and open at the beginning or at the close of the week. Employer preference seems to be toward the two day workshop as opposed to a three day workshop. If, however, the employer supports a three day workshop, it seems to be for a workshop that begins on Monday and ends on Wednesday. The requirement here is for the employee to travel on his or her own time on Sunday, and to have the program end early enough on Wednesday afternoon for the employee to be back at work on Thursday morning. Higher enrollments seem to be associated with the two day as opposed to the three day workshops.

Another incentive to stimulate continuing education among the professionals is the packaging of a workshop program with the vacation prospects of a weekend of golf or a cruise or a trip to some rather exotic city. The longer vacation program/continuing education workshops are particularly appealing to physicians who have several hour requirements for their relicensure process and can combine the thirty or forty hour requirement with an opportunity to get away with their spouse or family.

Dr. Melican also pointed to the electronic media as an option for delivering continuing education to professionals. He discussed the University of Wisconsin's telecommunications system which provides for two-way communication. Dr. Melican pointed out that Wisconsin last year had over 35,000 individuals attend non-credit programs through their telecommunications system. The program has been so well received in Wisconsin that their College of Health Administration for Human Services is offering graduate programs through the process. The Wisconsin system estimates that they saved fifty percent of delivery costs by offering the course from a central location to individuals through the telecommunications system, and an evaluation of the learning process indicates that the system they use is equal to the standard classroom teaching procedures.

Among the other methods of delivering continuing education to professionals, Dr. Melican cited the concept of combining a dinner and a lecture/discussion in one evening per week. He suggested scheduling six or eight weeks of meetings similar to this for various professional groups.

One of the major complaints of several professional groups, and it is an argument that is consistently being used by lobbyists against mandatory relicensure laws, is the excessive costs involved in the continuing education programs. In 1977, for example, they suggest that it would cost the average professional $960 of productivity time simply to be away for a short continuing education session. In 1979 inflation has escalated that cost to a figure of $1152. Travel costs have escalated from an average of $150 to $180. An average two day workshop, including the productivity time, will cost a professional in the neighborhood of $1959, according to Dr. Melican's figures. All this suggests that it may be important to use methods and approaches in the provision of continuing education that do not require people to travel long distances or to miss a great deal of time from their professional productivity.

The question among the professionals is, in view of the cost, whether they are receiving their money's worth in the continuing education experience. Dr. Melican raised some questions about the professionals' evaluation of the cost factors, including the obvious tax break that they tend not to discuss. The audience put forward the argument that when a professional complains about the loss of productivity time and the money involved therein, a counter argument would be the fact that it would take that individual additional time to research the updated material for himself/herself. The productivity time loss, and therefore, the profit loss would result in a much larger amount than it does through an organized continuing education format.

In further discussion of the professional lobbyists against mandatory relicensure laws, Dr. Melican pointed out that over thirty states have submitted a "sunset legislation" which will attempt to do away with mandatory relicensure laws in those states. If this happens, Dr. Melican feels that people are not going to go back to school, and that history has proven this point quite clearly.

Another burning question with the professional groups is that of program content. Professionals are concerned that the content of a continuing education program have material that is applicable -- that the program will, in fact, help the professional do a better job the next day, and that the program have substance.

Another question of concern relates to the concept that the competency of the professional is not related to what he or she knows but how he or she applies this knowledge. Many professional groups have argued that it is the individual characteristics of the professional such as: the ability to learn and think critically; to solve problems; and, to work in the environment of the profession that indicates how well the professional will perform. It seems to be an issue and a question that will need a response from continuing educators if mandatory relicensure laws are to be defended in the future.

Dr. Melican also discussed the controversy over the CEU, which by definition of some of the professional groups, is a measure of participation without provisional information beyond the quantitative one. Dr. Melican pointed out that in the matter of distribution of most CEU's, the receipt of a Continuing Education Unit does not guarantee competency. He indicated that one professional group had come up with their own measurement and evaluation which they called CEAU or the Continuing Education Achievement Unit. They have developed evaluation tools and provide a record of what has been learned, not just how many hours of attendance have occurred.

In summary, Dr. Melican emphasized the fact that with the controversy surrounding continuing education for the professionals, and in particular, the fact that over thirty states have within the past eighteen months introduced sunset legislation, there is an ever-increasing need for higher education to tighten its system of continuing education of professionals. We need, specifically, to strengthen the CEU; we need to work with the professional groups to make sure that the programs we offer have substance and that they are applicable. We need to be sure the groups are "getting their money's worth" and that we are helping professionals meet the needs and demands of consumers and their advocacy groups. If higher educators and others in the business of continuing education for professionals cannot accomplish these tasks, we might well expect to see legislation passed which reverses mandatory relicensure laws.

PART THREE

BUSINESS SESSION

BUSINESS MEETING

ASSOCIATION FOR CONTINUING HIGHER EDUCATION

November 5 - 7, 1979
Toronto, Ontario, Canada

CALL TO ORDER

The 41st Annual Meeting of the Association for Continuing Higher Education was called to order at 9:30 a.m., November 5, 1979, by President Lewis C. Popham, 3rd.

President Popham called the first business session to order at 2:00 p.m., November 5, 1979. Meeting was recessed at 3:00 p.m. The meeting was reconvened Wednesday, November 7, at 10:45 a.m., and was recessed at 12:30 p.m. The meeting was reconvened at 9:00 p.m. and was adjourned at 9:45 p.m.

MINUTES

The minutes of November 6 and 8 , 1978, were approved as published in the Proceedings.

TRIBUTE TO DECEASED MEMBERS

The Executive Vice-President reported the following members had died during the past year:

Dr. Leslie H. Berk,	Franklin University
Mr. Frank Carroll,	Delgado College

MEMBERSHIP

The Executive Vice-President announced that the following new institutions were admitted into membership in the Association. He recognized the visitation teams for each of these institutions.

Delaware Technical and Community College, Georgetown, Delaware
Visitation Team: Richard Robbins, Chairperson, and Douglas Carter

Gannon College, Erie, Pennsylvania
Visitation Team: Lewis C. Popham, 3rd, Chairperson, and Marlowe Froke

University of Houston Central Campus, Houston, Texas
Visitation Team: Alban F. Varnado, Chairperson, and Ronald G. Huffstutler

New York Institute of Technology, Old Westbury, New York
Visitation Team: Stanley J. Gwiazda, Chairperson, and Chester H. Robinson

Nova Scotia Technical College, Halifax, Nova Scotia, Canada
Visitation Team: James R. McBride, Chairperson, and Richard M. Lipp

Rhode Island College, Providence, Rhode Island
Visitation Team: Richard Kaplowitz, Chairperson, and Timothy Cartwright

Ursuline College, Pepper Pike, Ohio
Visitation Team: Gail Nelcamp, Chairperson, and Robert Helmes

The Executive Vice-President recognized the new professional and contributing members and noted the changes in membership. These new members and changes appear as Appendix A to the minutes.

REPORT OF THE TREASURER

The Treasurer presented the audit report for 1978-79 which appears as Appendix B to the minutes. Motion was made, seconded and approved to accept this report.

ANNUAL MEETING SITES

The Executive Vice-President announced the future meeting sites:

Knoxville, Tennessee	Nov. 2 - 6, 1980
Los Angeles, California	Nov. 1 - 5, 1981
New Orleans, Louisiana	Nov. 7 - 10, 1982
Sky Tops, Pennsylvania	Nov. 1983

He requested that persons wishing to extend an invitation to host the annual meeting send the invitation to the Executive Vice-President. On Wednesday, a straw vote was taken for the meeting sites for which invitations have been extended for 1984:

Suffolk University for Boston	25
Southern Methodist University for Dallas	11
Brigham Young University for Hawaii	32

BOARD ACTION

President Popham reported that the following actions of the Board of Directors had been taken:

1. After fully considering the costs and benefits, the Board of Directors voted to drop membership in the American Council on Education, and voted to explore relations with ACE and other organizations.

2. Guidelines for the Program and Local Arrangements Committees were revised to allow for change in printing of the program.

3. The Legislative Committee guidelines were changed to encompass court decisions and other legalities.

CAEO

Richard Robbins reviewed the history of the Coalition. He noted that CAEO was actively involved in international continuing education. The ACHE leadership role was discussed. Dr. Robbins said that the Coalition was moving into the legislation areas through services and information of the membership. He reported that the calendar coordination under the direction of William Barton, was moving toward finalization. CAEO is forming ties with governmental agencies and has prepared a position paper for the new U.S. Department of Education. He further reported on CETAC, noting that the funds for the current year were limited and that there appeared to be no funding beyond the current year.

COMMITTEE REPORTS

Advisory. James McBride, chairperson, reported that the committee had studied the report of the Committee on the Future and concurred with the recommendations.

Relations With Armed Services. Roger Heylin, chairperson. No report.

Awards. John Mybeck, chairperson. No report.

Community Relations and Urban Affairs. Victor Lauter, chairperson. No report.

Constitutions and By-laws. Ernest McMahon reported that no constitutional or by-laws activity had been requested of the committee for the current year.

Continuing Education in the Professions. William Lanier, chairperson, reported that the committee had furnished material for "Five Minutes with ACHE" and was submitting a written report which appears as Appendix C.

Educational Brokering. Richard Meagher, chairperson, said their report presents two models of educational brokering, and he discussed the role of ACHE in educational brokering. This report appears as Appendix D.

Future. Joseph Goddard, chairperson, reported the committee had held three meetings. He summarized the report and listed the recommendations which appear as Appendix E.

Handicapped Adults. Marc S. Salisch, chairperson. No report.

International Continuing Higher Education. Thomas Coffey, chairperson. No report.

Joint Statistical Report NUEA-ACHE. Maury S. Matthews, Jr., chairperson, reported that the only data published annually for continuing higher education was the Joint Report. He said that the questionnaire for 1978-79 will be the short form as used for the prior year. The committee will be working on a revised instrument for collection of the 1979-80 data.

Legislative. Wayne Whelan, chairperson, reported that the committee has published articles in Continuing Higher Education and "Five Minutes with ACHE". He reported that the Board had acted to change the guidelines for the committee to include legal and judicial matters. Refer to Appendix F.

Membership Development. James Jackson, chairperson, had requested the Executive Vice-President to report to the membership that he was unable to attend the annual meeting. His committee had worked primarily through the regions on membership development.

Non-Traditional Education. John R. Valley, chairperson, noted that the name of the committee had been changed, and summarized the written report and recommendations which appear as Appendix G.

Older Adults. Kermit Johnson, chairperson, was unable to be present, but had sent a written report of the activities which appears as Appendix H.

Professional Staff Development. Sam Bills, chairperson, reported the committee had published a list of resource persons and noted its availability. Report of the committee is contained in Appendix I.

Public Information. Douglas H. Carter, chairperson, noted the favorable reaction to the brochure of the Association. He said the advertisements had been placed in the Chronicle of Higher Education, and reported on his attendance at the Armed Services Education Conference. He further noted that the logo of the Association was being recognized and urged no change be made. The report appears as Appendix J.

Publications. Marlowe Froke submitted a report for Continuing Higher Education, which appears as Appendix K.

Quality in Education. Lee Porter, chairperson, reviewed the work of the committee through the years with particular emphasis on work in lessening the number of degree mills, which has been accomplished in working with state legislative efforts. The committee is concurrently working with several groups in the study of the quality of off-campus education. The report is included as Appendix L.

Regions. William T. Tracy, chairperson, noted that in future the president-elect of the Association would act as chairperson of the regions. He briefly summarized the committee's report which appears as Appendix M.

Research. John Fixl reported in the absence of the committee chairperson, Dan Riva who was ill. He requested that the membership respond promptly to the questionnaire which will be mailed in the very near future. Report of the committee appears as Appendix N.

Student Relations. Dawn R. Cooper, chairperson, reported on their proposed study and questionnaire. She noted that the committee was recommending that ACHE adopt a statement encouraging colleges to foster the growth of evening student associations, and that they further recommend that providers of education for adult part-time students, particularly those institutions which are ACHE members, actively foster the growth of organizations which will represent the desires of such students. The report appears as Appendix O.

Two Year Colleges. No report.

FINANCE COMMITTEE

Chairperson, Erle Ehly, presented the proposed budget and reviewed the items. He moved approval of the budget; it was seconded and passed unanimously. Refer to Appendix P.

RESOLUTIONS

Richard Robbins reported for the Resolutions Committee. He moved adoption of the following resolutions:

1. Be it resolved that the Association in Convention assembled express its compliments and appreciation to the Program Committee for an outstandingly conceived and executed program on "Life-Long Learning: Rhetoric or Reality?" that generated intellectual stimulation, great enthusiasm, and wide dissemination of thoughtful and useful information.

2. Be it Resolved that the Association in Convention assembled express its gratitude and appreciation to the Local Arrangements Committee for its unstinting work in providing for the every need, comfort and welfare of our members.

3. Be it Resolved that the Association in Convention assembled acknowledges its appreciation to President Lewis C. Popham, 3rd, and to his officers for their outstanding leadership during the year 1978-79. Their diligent service in furthering the objectives of the Association, especially through the emphasis on the interest and commitment of the Association to planning for the future of continuing higher education, will significantly strengthen and increase the effectiveness of ACHE during the coming years.

4. Be it Resolved that the Association in Convention assembled acknowledges its appreciation to Executive Vice-President Howell W. McGee for his long years of diligent, effective, and unstinting work on behalf of the Association. Special appreciation is extended for the tireless assistance and direction which has been extended to past presidents and officers of the Association to insure an effective annual transition from one administration to the next. The warmest and best wishes are extended to Vice-President McGee and to his family on the occasion of his retirement.

5. Be it Resolved that the Association in Convention assembled express its appreciation to Her Honor, The Honorable Pauline M. McGibbon, The Lieutenant Governor of Ontario; the Honorable Bette Stephenson, Minister of Education, Province of Ontario; Alderman June Rollins, City of Toronto; and President James Ham, University of Toronto, for their gracious hospitality which will be long remembered and appreciated.

6. Be it Resolved that the Executive Vice-President convey the Association's profound sympathy to Delgado College. It was with deep sorrow that we recorded the passing of Frank Carroll. He was devoted to the profession of higher education for adults and had been an active and valued member of the Association for Continuing Higher Education. We will recall his work in establishing the working concept of the regions of the Association. His presence will be missed by his many friends and colleagues.

7. Be it Resolved that the Executive Vice-President convey the Association's profound sympathy to the family of Leslie H. Berk and to Franklin University. He was devoted to the profession of higher education for adults and was an active and valued member of the Association for Continuing Higher Education. His leadership and contributions were highly valued. His concern for students and programs and his inquiring mind were a source of inspiration. Although his presence is gone, his spirit will live through his many friends and colleagues.

Motion was seconded and carried.

CONCLUDING REMARKS BY PRESIDENT POPHAM

President Popham thanked the membership for the privilege of serving as President of the Association. He thanked the committees for their diligent work and gave tribute to the Board for their cooperation and assistance. He requested the membership join him in a round of applause for Stanley J. Gwiazda, Richard M. Lipp, and James R. McBride, who are going off the Board of Directors. The membership responded with enthusiasm.

NOMINATING COMMITTEE

Curtis H. Moore, chairperson, presented the following slate of officers:

President-elect	Frank E. Funk
Director-at-large(3 year term)	Richard A. Kaplowitz
Director-at-large(3 year term)	Louis E. Philips

The floor was open to nominations. It was moved and seconded that nominations be closed and the Executive Vice-President be instructed to cast a unanimous ballot for the slate presented. Motion was adopted. The Nominating Committee report appears as Appendix Q.

REMARKS BY GAIL A. NELCAMP

President-elect Gail A. Nelcamp, said that he looked forward to working with the Board and the membership. He invited suggestions for improving the Association and comments from the membership. He noted some of the directions that were planned for the ensuing year. Dr. Nelcamp asked the membership to join him in a standing ovation in recognition of the leadership and service of Lewis C. Popham, 3rd. The membership enthusiastically responded with resounding applause.

AWARDS

The Leadership Award was presented to J. Roby Kidd.

Emeritus Certificates were presented to N. Lee Dunham, Curtis H. Moore, and Theodore Weber.

Certificates of Service for Board members were presented to Stanley J. Gwiazda, Richard M. Lipp, James R. McBride, and Howell W. McGee.

The Certificate of Service as President and a gift were awarded to Lewis C. Popham, 3rd.

Honorary Membership Certificate, a plaque, and a gift of appreciation for sixteen years of service as Executive Vice-President were given to Howell W. McGee.

President Popham passed the gavel to Gail A. Nelcamp, who adjourned the meeting.

Respectfully submitted,

Howell W. McGee.

PART FOUR

APPENDICES

APPENDIX A

CHANGES IN MEMBERSHIP

1978-79

NEW INSTITUTIONAL MEMBERS

Delaware Technical and Community College
Georgetown, Delaware

Gannon College
Erie, Pennsylvania

University of Houston Central Campus
Houston, Texas

New York Institute of Technology
Old Westbury, New York

Nova Scotia Technical College
Halifax, Nova Scotia, Canada

Rhode Island College
Providence, Rhode Island

Ursuline College
Pepper Pike, Ohio

NEW PROFESSIONAL MEMBERS

Millard F. Allen, Jr.
Charles S. Bourgeois
James W. Brown
Ronald Burtnick
Malcolm J. Campbell

Robert J. Cirulli
Kathleen M. Clark
Jerry M. Cohen
Margaret C. Coleman
Kathryn S. Collins

Richard J. Cooper
Patricia A. Cremins
Carla S. Crook
Martha Ross Davis
Aaron J. Elkins

Ann Flowers
Mel Freedman
Barbara J. Froehlich
Robert E. Froelich
Marguerite P. Goff

Paul E. Goldberg
Howard B. Gundy
Cheryl Harrison
Mary Agnes Hennessey
Coy F. Hollis

Duncan R. Jamieson
Marsha C. Jenkins
Donald D. Kane
Jay M. Katz
Paul D. Lacroix

Gordon A. Lammie
Ellen S. Landau
Norma R. Long
R. A. Mabry
Alan A. Mackey

Michele Mattia
W. Matt McLoughlin
Joseph W. McNabb
Otis E. Miller
Jim Mitchum

James W. Morrison
James E. Musick
Carl J. Nelson
Alan C. Osborne
Mary L. Pankowski

Owen F. Peagler
William C. Peck
Mary William Posthauer
Jerome Prager

Jean H. Proffitt
Richard H. Quinn
Michael Reed
John H. Robbins, Jr.
Newton C. Rochte

Felice Schulman-Marcus
Shirley H. Showalter
James Siebert
Henry Singer
Martha Smydra

Ronald E. Sundberg
Dolores Super
Geraldine J. Thompson
Thomas G. Travis
Walter S. Truscinski

Jose Joaquin Valdes, Jr.
Kilulu Von Prince
Edward H. Weatherly, Jr.
Howard Weise
William R. Wiesner

Nancy Wilgenbusch
Charlotte Wilhelmi
Heather Wishik
Fred B. Zook

NEW CONTRIBUTING MEMBERS

Thomas M. Hodgson
James R. McBride
Donald J. Shanley
Richard A. Worden

INSTITUTIONAL RESIGNATIONS

Delaware Valley College of Science & Agriculture
Doylestown, Pennsylvania

Marist College
Poughkeepsie, New York

Northeastern Oklahoma State University
Tahlequah, Oklahoma

Pace University
New York, New York

Rappahannock Community College
Warsaw, Virginia

Thomas More College
Ft. Mitchell, Kentucky

University of Windsor
Windsor, Ontario

(Affiliate)
Canadian Bureau for International Education
Ottawa, Ontario

REPORT OF THE TREASURER

ALVA A. CUMMINGS
Certified Public Accountant
Box 31
Norman, Oklahoma 73070

Dr. Howell McGee
Executive Vice-President
Association for Continuing Higher Education
1700 Asp Avenue
Norman, Oklahoma

Dear Sir:

As you have requested, I have made a cash examination of the records of the ASSOCIATION FOR CONTINUING HIGHER EDUCATION for the fiscal year ending September 30, 1979. My examination of the cash receipts and cash disbursements was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as I considered necessary in the circumstances.

In my opinion, the accompanying exhibits presents fairly the cash position of the ASSOCIATION FOR CONTINUING HIGHER EDUCATION at September 30, 1979, and the operating results for the fiscal year then ended, in conformity with generally accepted cash-basis accounting procedures.

Sincerely yours,

Alva A. Cummings, CPA

November 1, 1979

ASSOCIATION FOR CONTINUING HIGHER EDUCATION EXHIBIT A

Changes in Cash Accounts for the Fiscal Year Ending September 30, 1979

Balances, October 1, 1978:		
Bank Account--Regular Account	$ 928.69	
University of Oklahoma Account	659.64	
Savings Account--First National Bank & Trust Co.:		
Regular Account	7,227.04	
Savings Certificates:		
Local Federal Savings & Loan Association:		
01-1303326-9	4,044.84	
13-8-4406791	15,541.62	
12-0-021213-0	6,000.00	
Total Cash Accounts, October 1, 1978		$34,401.83
Income for 1978-79 (See Exhibit B)	$41,109.78	
Expenses for 1978-79 (See Exhibit C)	42,601.35	
Net Decrease in Cash During the Fiscal Year		(1,491.57)
Total Cash on September 30, 1979		$32,910.26

Detail of Cash Balance at September 30, 1979:

Bank Account--Regular Account	$ 2,661.04	
University of Oklahoma Account	1,554.10	
Savings Account--First National Bank & Trust Co.:		
Regular Account	2,887.97	
Savings Certificates:		
Local Federal Savings & Loan Association:		
01-1303326-9	4,265.53	
13-8-4406791	15,541.62	
12-0-021213-0	6,000.00	
Total Cash Accounts, September 30, 1979		$32,910.26

ASSOCIATION FOR CONTINUING HIGHER EDUCATION EXHIBIT B

Income for 1978-79:

Dues:		
Memberships:		
Institutional & Affiliate Dues	$30,425.70	
Professional Dues	5,500.76	
Contributing Dues	500.00	
Total		$36,426.46
Miscellaneous Revenues:		
1978-79 Annual Meetings	$ 1,150.00	
CHE	336.50	
Proceedings	232.00	
Other Publications	228.00	
Institutions Application Fee	500.00	
Total		2,446.50
Total Operating Income for 1978-79		$38,872.96
Income from Interest During 1978-79		2,236.82
Total Income for 1978-79		$41,109.78

ASSOCIATION FOR CONTINUING HIGHER EDUCATION EXHIBIT C

Expenses for 1978-79:

Publications:		
Newsletter	$ 4,501.10	
Proceedings	2,650.00	
Directories	1,508.20	
Brochure and Constitution	683.50	
5 Minutes	353.70	
Total		$ 9,696.50
Office Expenses:		
Secretarial Salary	$ 4,438.12	
Reimbursement to OU	6,000.00	
Printing & Duplication	960.92	
Equipment Rental	264.00	
Communication	1,228.56	
Audit and Bond	100.00	
Supplies	473.63	
Miscellaneous	33.31	
Total		13,498.54
Travel:		
General (Visitation $1,000.34)	$ 4,625.36	
Midyear	3,866.51	
Committee	2,482.67	
Executive Committee	921.09	
Total		11,895.63
Board of Directors:		
Annual Meeting	$ 524.80	
Midyear Meeting	400.00	
Total		924.80
Annual Meeting--Program		888.09
General Committee		895.57
Dues:		
ACE	$ 840.00	
CAEO	200.00	
Total		1,040.00
Honoraria:		
Editor - CHE	$ 1,200.00	
Executive Vice-President	2,400.00	
Total		3,600.00
President Expenses		162.22
Total Expenses for 1978-79		$42,601.35

APPENDIX C

COMMITTEE ON CONTINUING EDUCATION IN THE PROFESSIONS

Report 1978-79

This year the committee concentrated on accumulating and disseminating information to the ACHE membership concerning continuing education for professional organizations.

Articles were prepared for "5 Minutes with ACHE" regarding the availability of the committee's *Encyclopedia of Associations* for use by member institutions. *ProForum* was also listed as a good resource for professional and occupational licensing.

In July this committee solicited information from the membership about new and innovative continuing education programs offered to the professions which could be incorporated in the annual report this fall.

Also, "Continuing Education for the Professions", an article appearing in the September 4, 1979, edition of *The Chronicle of Higher Education*, was recommended for membership reading by way of "5 Minutes". Louis E. Phillips, institutional member from Furman University and former chairman of this committee, provided background and a chart depicting state continuing education requirements for the professions. Dr. Phillips' chart is included to advise ACHE members of the relicensure requirements in their respective states. (Not reproduced)

The main point of the article is that lawmakers may have been too hasty in passing mandatory programs for relicensure. He states that "a major shortcoming of most mandatory statutes is the failure to examine the amount of available continuing education and its accessibility to all members of the profession before a requirement is set". Accordingly, those of us who wish to extend or expand our institutional offerings into this area should have dialogue with the professions and work cooperatively with one another and with the accrediting agencies in developing our continuing education programs.

The September issue of *ProForum* followed the *Chronicle* article with "Choose One: Continuing Education Does/Does Not Lead to Continuing Competency". The thrust of this article is that "consensus among many educators is that no research shows that mandatory continuing education makes any difference when it comes to competence". Even though impetus is building for research in mandatory continuing education areas, more and more legislatures, because of political expedience, are requiring relicensure in the professions. Our professional literature is just beginning to generate studies which do show the positive value of continuing education in the professions. We feel that you and your institution will want to keep abreast of the happenings in this area as you develop continuing education courses and programs.

Provided herewith is the "Directory of Resources" provided by committee member Allan M. Hoffman, Director of Medical Education, St. Francis Medical Center, Lynwood, California. This is a directory of continuing education directors and coordinators in member institutions of the

American Society of Allied Health Professions. This should be a useful resource for the ACHE members who work in the field of the allied health professions. (Members may request copies of this directory and of Dr. Phillips' chart from the chairman of the committee.)

We have tried to keep the membership informed of recent happenings in the field of continuing education and the professions. We feel that the President would welcome your suggestions and comments concerning the committee's future role in the association.

Finally, I take this opportunity to thank the members for serving on the Committee on Continuing Education in the Professions. Their assistance and guidance throughout the year, in spite of university schedules, has been greatly appreciated.

CHAIRPERSON: William F. Lanier
University of Virginia

Committee Members:

Douglas H. Carter, George Washington University
Wayne L. Whelan, University of Tennessee
Allan M. Hoffman, St. Francis Medical Center

APPENDIX D

COMMITTEE ON EDUCATIONAL BROKERING

Report 1978-79

The ACHE Committee on Educational Brokering has prepared a two-part report for submission to the Executive Board with the recommendation that it be considered for general distribution to the membership in attendance at the Fall 1979 ACHE Conference in Toronto.

The Committee was formed last fall to investigate the relatively recent phenomenon of "educational brokering" which seeks to meet what Dr. K. Patricia Cross has called the "unmet need for informational and counseling services" among adult learners and would-be learners.

While the Committee recognizes the significance of the existing national model, the National Center for Educational Brokering of the National Manpower Institute, Committee member Michael Perillo urges ACHE to exert its natural national leadership in the field of educational brokering. The existing committee system could serve as the vehicle, as exemplified by the recent publication of "ACHE Resource Contacts" by the Professional Staff Development Committee.

Committee member Ruth Jandreau points out that the educational brokering movement goes beyond the field of higher continuing education and, while "we cannot afford to stay out of this movement, ... neither should it replace existing regional cooperation between members of our organization".

We have chosen to present the result of our research and deliberations in the following manner:

Part I - A National Model
assembled by Victor J. DeSantis
University of Scranton

Part II - A Regional Model
assembled by Ruth Jandreau
The College of Saint Rose

CHAIRPERSON: Richard J. Meagher
Fashion Institute of Technology

Committee Members:

Thomas E. Chambers, Manhattan College
Victor J. DeSantis, N.Y.S. Education Department
Ruth Jandreau, The College of Saint Rose
Michael Perillo, Southern Connecticut State College
Henry Shields, Jr., Saint Peter's College

PART I - A NATIONAL MODEL

Assembled by Victor J. DeSantis
University of Scranton

NATIONAL CENTER FOR EDUCATIONAL BROKERING OF THE NATIONAL MAN POWER INSTITUTE

Francis U. Macy, Director, NCEB
1211 Connecticut Avenue, N.W., Suite 400
Washington, D. C. 20036/(202) 466-5530

Donn F. Vickers, Associate Director NCEB
Office for Organization and Staff Development
65 Jefferson Avenue
Columbus, Ohio 43215/(614) 461-9144

James M. Heffernan, Associate Director NCEB
Office for Research, Publications and *Bulletin*
405 Oak Street
Syracuse, NY 13203/(315) 425-5275

The National Center for Educational Brokering was established January 1, 1976, to promote the fortunes of educational brokering agencies and a national level movement as well.

Three major activity areas will characterize the thrust of National Center programs: 1) Organizational Development of Brokering Programs; 2) Dissemination of Information on Brokering and Adult Learning; 3) Assistance to Public Policy Makers.

1) ORGANIZATIONAL DEVELOPMENT OF BROKERING PROGRAMS

Objectives in this area are to assist emerging and existing brokering projects, regardless of setting, to offer high-quality programs and to achieve organizational and financial stability. The areas of service development, staff selection, outreach and delivery, finance, management and techniques in counseling, assessment and evaluation are prime categories for technical assistance needs. The National Center will assist brokering projects to examine their own resources, where they stand and where they would like to go, and encourage them to rely on their own experiences and capabilities. When outside resources and information are needed, the National Center will help projects obtain them. Since the relevant knowledge, skills and consulting abilities abound in the brokering community, much will be done in the way of mutual self-help. Exchanges of expertise and special capabilities among brokers will improve operations as well as foster economies of time and finances. The National Center will be, in a sense, the brokers' broker, serving to put those with specific needs into contact with appropriate resources within the brokering community.

2) DISSEMINATION OF INFORMATION ON EDUCATIONAL BROKERING AND ADULT LEARNING

The major purposes of our information dissemination efforts are to spread the idea of brokering, to explain how it works in various settings, to describe new programs and practices, to analyze state and federal programs--legislation, funding--which enhance the development of brokering and to identify related activities--entitlements, lifelong learning, or community action programs supportive of the brokering notion.

3) ASSISTANCE TO PUBLIC POLICY MAKERS

The purpose here is to aid public policy makers, planners and interest groups with information on the role of brokering as a new means of getting the needs of adult learners.

BIBLIOGRAPHY

Cross, K. Patricia. *The Missing Link: Connecting Adult Learners to Learning Resources.* College Board Publications

1979 NCEB Directory of Educational & Career Information Services. NCEB, Syracuse

Heffernan, Macy, Vickers. Educational Brokering: A New Service for Adult Learners. NCEB, Syracuse

The best source for information is the list of publications and bibliography provided by NCEB, Syracuse.

PART II - A REGIONAL MODEL

Assembled by Ruth Jandreau
The College of Saint Rose

The Capital District of New York State has several different agencies which are already providing some educational and/or career services to the adult community. Two, which are housed in libraries, have been established in the last few years. They provide vocational and educational information under the direction of a specially trained librarian.

Our area also has a privately funded center, begun in 1975, with limited CETA funding and voluntary effort of two Sisters of Saint Joseph. They also provide educational and career counseling.

A third group is the Outreach Counseling Programs tied in with EOC.

X X X X

A much more ambitious and broader group, currently being organized, is the Council for the Advancement of Lifelong Learning - CALL. Background information: Ten years ago the Hudson-Mohawk Association of Colleges and Universities was organized. Robert Briber, the Executive Director, convened periodic meetings of the Continuing Education Deans/Directors. As a result of their efforts, Title I monies were received in 1973 and subsequent years. A project director and then additional staff were hired. Many publications, listed in the bibliography, resulted from this effort. CALL was organized in 1973 and included some colleges not affiliated with the Hudson-Mohawk Consortium. A Guide to Credit Courses is issued every semester by the Consortium. It has become increasingly apparent that there is a need to bring together continuing education directors and a number of people representing organizations that offer counseling services to the public. In order to establish a single center for outreach efforts in adult education and counseling, at all levels, with a minimum of duplication, CALL is being reorganized and new funding will be sought.

Charter members of this new group come from two and four year public and private institutions, libraries, CETA, counseling centers, E.O.C. centers, state agencies, directors from industry. A conference is planned for mid-June, open to the public.

The Hudson-Mohawk Consortium will be affiliated to CALL. CALL will be independent.

BIBLIOGRAPHY AND RESOURCE LIST

Higher Education Library Advisory Service
Phyllis Ochs, Director
Schenectady County Public Library
Liberty and Clinton Streets
Schenectady, New York 12305/(518) 382-3500

Albany Public Library
Cheryl Gregory-Pindell, Director
161 Washington Avenue
Albany, New York 12210/(518) 449-3380

Educational Options for Adults, Inc.
Sister Catherine Daly, Director
215 Lancaster Street
Albany, New York 12210/(518) 463-2923

Outreach Counseling Program
240 Broadway
Schenectady, New York 12305

Available from Hudson-Mohawk Consortium
849 New Loudon Road (Route 9)
Latham, New York 12110

Guides - Published by Consortium with Title I Funds ($10.00)
Information regarding:

Degree Granting Institutions

Proprietary Schools Volume II

Community Service Agencies Volume III

Arts and Cultural Organizations Volume IV

Public Schools and Boces Volume V

Resource Books published with CETA and Title I Funding

Financial Aid for Part/Time and Returning Adult Students

Tuition Assistance Programs for Employees of Major Companies and Agencies in Northeastern New York State

Women's Learning Resources and Supportive Services

Experiential Learning Opportunities for Adults

Volume on General Resources

APPENDIX E

COMMITTEE ON ACHE IN THE FUTURE

Report 1978-79

Because of budget limitations and concentration of representation of the Committee in two distinct regions, subcommittees were established to consider our charge. The southeastern group, consisting of Goddard, Barton, Baumann, Miller and Witte with Popham and McGee, met in Knoxville, Tennessee, on February 6-8, 1979; the subcommittee of the northeastern contingent, comprised of Charters, Ehly, Kaplowitz and MacKenzie, met March 25-27 in Albany, New York. Joint meetings were held during April 2-6 at Skytop, Pennsylvania.

The general charge of the Committee was to consider all the forces that affect ACHE and the direction that the organization should take to meet the needs of the part-time adult student at least into the early years of the next century. Specifically the Committee identified the following issues, trends and recommendations for the future of continuing higher education.

(1) Accreditation:

RECOMMENDATION: Under present contitions, ACHE does not now nor in the foreseeable future look upon accreditation as either its mission or one of its goals. The proliferation of "certifiers" is seriously hampering the effectiveness of continuing education's service to the parent institution. Specialized accreditation bodies for individual disciplines threaten institutional autonomy and create divisiveness with other disciplines. Often these accrediting bodies seem to be more concerned with members and salaries than with academic excellence. Their effect is more internal than external and, consequently, meaningless to society as a whole.

Institutional accreditation by regional bodies is adequate and sufficient. However, continuing education is an integral part of the institution's program of educational offerings. It is, therefore, important that in the accrediting process continuing educators be included in the visitation team.

(2) Relationship with Other Organizations:

RECOMMENDATION: Continued participation in CAEO and closer ties with NUEA and other continuing education organizations are encouraged, especially regional meeting participation by representatives of both NUEA and ACHE. There should be periodic, regularly scheduled meetings of officers of the two organizations to discuss common interests and problems. However, the Committee does not recommend or support a merger of ACHE with any other organization. ACHE came into being to afford the leadership in continuing education a forum and place for professional growth. Both the organization and the membership are best served by maintaining this position and making it stronger.

(3) Expansion of Membership, Administration (Faculty), etc.:

RECOMMENDATION: Leadership development of continuing educators who have already been identified by institutions as those responsible for producing the continuing education output of the colleges and universities they represent is one of the central purposes of ACHE.

A concerted effort should be made to recruit professional members from faculty and administrative staff who have demonstrated strong advocacy for and commitment to continuing education programs. Issues and trends, as recommended in the paragraphs below, could be used to attract new members.

Although ACHE cannot expect a revolutionary growth in membership, normal growth patterns will not be affected unless the nation experiences a tremendous economic and educational change. Continuous efforts should be made to enlist institutions with similar interests.

RECOMMENDATION: The Association should establish issue-oriented committees to identify the most important issues and trends in continuing education and to study and make recommendations for ACHE involvement in those areas.

Each issue-oriented committee could, for example:

(a) conduct one work meeting each year, apart from the annual meeting of the Association;

(b) conduct at least one open workshop for members of the Association at each annual meeting of ACHE;

(c) contribute at least one substantive issue-related article around which the committee's charge is centered each year; and

(d) contribute to "5 Minutes with ACHE" information about committee meetings and workshops around the country.

A special committee to continually identify new issues and trends that require or deserve involvement of ACHE should be appointed and should function in the same manner as the issue-oriented committees of the Association.

The Research Committee should regularly survey the member institutions to ascertain and report what the member institutions are doing with reference to the identified trends--with the aim of accelerating desired charges.

RECOMMENDATION: Every annual meeting of ACHE should spread before the gathering the most urgent concerns of society presented by the most knowledgeable people in the nation and, thereby, send continuing educators home with heavy assignments to do something through education to their fullest capability.

Even though the annual meeting program is carefully structured to provide deans and directors a learning experience commensurate with the best provided top executives of business, industry, and government, other staff members in our institutions should not be excluded. Some sessions could stress the preoccupations of the various levels.

RECOMMENDATION: In agreement with the suggested issue-oriented committee, a subcommittee of the Regional Committee should be appointed to be charged with developing and/or assisting regional meetings with a package program built around issues on annual theme.

RECOMMENDATION: Regional meetings should continue to be improved. Regional officers should be encouraged to invite at least one or two "experts" from the Association's aforementioned issue-oriented committees to each regional meeting to discuss the issues and trends. Invitations to regional meetings should also be extended to representatives of other continuing education organizations to enhance cooperation.

(4) Non-Traditional Education:

RECOMMENDATION: Since the members of ACHE have always been in the forefront of innovative adult and continuing education programs, the Association continues to support what is now known as non-traditional education.

(5) Administration:

RECOMMENDATION: ACHE supports the administration of continuing education programs on a level comparable to other major units or divisions of the institution.

(6) Attainment of Leadership Roles in ACHE:

RECOMMENDATION: In order to insure effective leadership of the Association, members desiring those roles should be prepared to undertake and the Association should actively encourage the following:

(a) active participation in regional service;

(b) direct communication of voluntary service to the President-Elect each year; and

(c) effective performance of any assigned tasks.

(7) Dues:

RECOMMENDATION: ACHE should continue to budget on a basis that provides adequate funds to support its programs and objectives. Changes in dues structure should be made in order to support changes in programs and objectives or to accommodate inflation.

The Committee on ACHE in the Future recognizes that it is impossible to predict with any certainty future trends or events. Many of the deliberations on future concerns, of necessity, are reactions to past tradition happenings. By the same token, these deliberations result in recommendations and proposals for commitment, thus becoming a factor in influencing the future.

In the past, the Association has been fortunate in anticipating future concerns and has been able to be an effective agency in the development of an idea. The most recent was the urging of the Association for cooperation with others, which resulted in the formation of the Coalition of Adult Education Organizations. The Association was the leader also in encouraging liberal education and obtaining funding for the Center for Study of Liberal Education for Adults.

However, ACHE has promulgated ideas which have been taken over and developed by others, as in the case of sponsored experiential learning. The continual leadership role of the Association demands the recognition of ideas whose time has come.

The Committee recommends that the membership be sensitive to ideas and developments that can affect the future and recognizes that the issues and recommendations mentioned in this report may cause many problems, the solutions to which may not be readily recognized nor available. Neither do these issues relate to the national and world economic and energy problems which could greatly change all of the ideas, organizations, and programs to which ACHE addresses itself. Notwithstanding national economic barriers, we would hope that this report would provide a working model for the future direction of the Association.

The chairman of this Committee requests that with the acceptance of this report he be relieved of his duties, as the assumption of additional professional responsibilities could conflict with his performance in this role.

CHAIRPERSON: Joseph P. Goddard
The University of Tennessee, Knoxville

Committee Members:

William D. Barton, The University of Tennessee, Knoxville
Edward J. Baumann, St. Ambrose College
Alexander N. Charters, Syracuse University
Erle Ehly, Temple University
Richard A. Kaplowitz, Merrimack College
Kenneth M. MacKenzie, State University of New York
Mary E. Miller, Southern Methodist University
Raymond P. Witte, Delgado College

Ex-Officio:

President Lewis C. Popham, 3rd, State University of New York at Oswego
Executive Vice-President Howell W. McGee, University of Oklahoma
President-Elect Gail A. Nelcamp, University of Cincinnati

APPENDIX F

LEGISLATIVE COMMITTEE

Report 1978-79

The year's biggest news on the legislative front was the establishment of the Cabinet-level Department of Education by the Carter administration. Creation of such a department was a Carter campaign promise fulfilled October 17th, when the President signed the necessary legislation.

The statute provides for a department with an annual budget of approximately $14-billion, and 17,000 - 18,000 employees. Included would be more than 150 programs from the education division of the present Department of Health, Education and Welfare, The Rehabilitation Services Administration, Office for Civil Rights, and National Science Foundation.

Early reports speculate that Jerry Apodaca, former governor of New Mexico, is President Carter's most likely choice to be the first Secretary of Education.

For a complete list of education-related federal programs that would be included in the new department, consult the September 24, 1979 issue (Vol. XIX, No. 4) of *The Chronicle of Higher Education*.

* * * * *

New York's new "Truth-in-Testing" Law requiring that college entrance examinations be open to public scrutiny has caused a stir among the nation's college admissions officers. The law says that, beginning January 1, 1980, all tests and correct answer sheets must be filed with the state's Commissioner of Education within thirty days after the results are released. Supportive statistical data on the tests must also be on file. Thus, for the first time, a New Yorker taking a standardized admission test can obtain a copy of the corrected exam and the correct answers. The most visible result thus far has been for several test agencies to announce that they would no longer test in New York.

Some experts are predicting a trend toward disclosure, as Indiana, Maryland, and Texas are reportedly considering enacting legislation similar to New York's. In Congress, hearings are underway on two bills that would require test agencies to disclose content of admissions tests and inform test-takers of their performance. H.R. 3565, the "Truth in Testing Act of 1979" introduced by Rep. Sam Gibbons (D-Fla), would require testing services to provide test applicants with a written description of the area of knowledge the test covers, the reliability of the test, the manner in which results will be distributed, and, if requested, the examinee's answer sheet.

H.R. 4949, the "Educational Testing Act of 1979", was introduced by Rep. Ted Weiss (D-NY). This measure would require that applicants be notified on the registration form of the test's subject matter, the predictive value of test, the margin of error for the examination, an explanation of the scoring scale, the ability of preparation courses to improve scores, and the examinee's privacy rights. It would also require the testing company to disclose, at any examinee's request, his answer sheet, together with a copy of the test questions and correct answers. The bill would also direct testing agencies to disclose basic financial data concerning their income and expenditures.

Disclosure of the test has been the most controversial feature of this measure. A representative from a testing company testifies, "The destruction of security of a test, consequent upon making it available to all examinees, greatly complicates the task of providing an instrument at the time of each testing that will be equally fair to all candidates".

Defending his bill, Rep. Weiss testified, "A few testing companies today exercise enormous power over the educational and occupational future of millions of Americans. The testing industry, despite its influence over vital aspects of individuals' lives, operates in a most unaccountable fashion".

* * * * *

Effective October 11, 1979, the United States Postal Service's amended regulations will permit bona fide student or faculty organizations to use internal on-campus mail systems. Present rules prohibit the institutional mail services from carrying mail for these groups. The change, carried in the September 11, 1979, issue of the *Federal Register*, applies to mail delivered on a single campus and among the campuses of a multi-campus institution.

* * * * *

The September 14, 1979, *Federal Register* contained newly proposed rules from the Equal Employment Opportunity Commission on the degree to which employees and labor groups must provide for the religious observances of employees. The proposed rules are to clear up problems caused by the Supreme Court's 1977 ruling on the anti-religious-discrimination section of Title VII of the Civil Rights Act of 1964. The Court had ruled that an employee's religious practices should be accomodated "without undue hardship" on the employer; and the potential for accomodation could be a pre-employment factor.

Under the proposed rules, employers would have to wait until after the individual is hired before determining whether the religious practice would present an "undue hardship".

* * * * *

Ronald B. Head, of the Center for the Study of Higher Education at the University of Virginia, has recently published *Legal Issues Relating to Part-time Faculty Employment*. The 65-page book is available for $2.00 from the Center, 405 Emmet St., University of Virginia, Charlottesville, Va.22903

Mr. Head is one of the leading experts on the trends in legislation and litigation relative to part-time faculty.

CHAIRPERSON: Wayne L. Whelan
University of Tennessee, Knoxville

Committee Members:

James J. Carrig, Utica College of Syracuse University
Norman L. Hilliard, Virginia Commonwealth University
William F. Lanier, University of Virginia, Falls Church
Doug J. Potvin, Concordia University

COMMITTEE ON NON-TRADITIONAL EDUCATION

Report 1978-79

The Committee on Non-traditional Education has not met since the November 1978 meeting of the Association for Continuing Higher Education in Fort Worth, Texas. In its report at that time it offered two principal recommendations (1) that the committee be renamed the Committee on Member Practices and Policies and (2) that it initiate a series of surveys to focus on new, innovative and emerging developments. These recommendations were reviewed by the Board of Directors at its meeting in April 1979. Apparently, the Board of Directors believed the proposed name change and its implied charge was more encompassing than it had intended. The Board suggested the committee might be called the Committee on Innovative Learning Activities. However, a communication of the results of that review appears to have gone astray and has only recently come to the attention of the Chair.

The Committee on Non-traditional Education accepts the suggestion of the Board of Directors to change its name to the Committee on Innovative Learning Activities. The Committee on Innovative Learning Activities hopes to convene at the time of the 1979 Toronto meeting to review its mission and to develop a program of activities in keeping with its mission.

In the meanwhile the Committee on Innovative Learning Activities wishes to call attention to two recent publications:

* *350 Ways Colleges Are Serving Adult Learners*, published by Future Directions For A Learning Society and available from College Board Publication Orders, Box 2815, Princeton, NJ 08541. $2.00, 47 pp.

  This booklet, based on a telephone survey of 50 colleges and universities, is simply a roster of recommendations that are classified under the following rubics:
  Assessing Needs
  Developing Better Programs and Courses
  Recruiting and Training Faculty
  Marketing Programs
  Changing Admissions and Registration Procedures
  Providing Support Services and Financial Aid
  Finding Additional Sources of Funds
  Strengthening Institutional Support of Adult Learning
  Evaluating Programs and Practices.

* *The Idea Handbook For Colleges and Universities*, published by the Academy for Educational Development, 141 Twenty-Second Street, N.W., Washington, DC 20037. $6.00, 158 pp.

  This book includes 349 ideas submitted by 275 institutions and includes the name and address of the institution and the phone number of a person to contact for further information. Institutions were asked to respond to four questions: (1) What was the problem? (2) What idea was adopted? (3) How was it carried out? (4) What were the results? Ideas are presented in the following categories:
  Improving Management
  Upgrading Recruitment and Admissions

Keeping Students Enrolled
Developing New Academic Offering
Attracting New Kinds of Students
Increasing Minority Enrollment in Professional Schools
Revitalizing Liberal Arts
Rejuvenating Educational Institutions
Strengthening Ties with Benefactors
Modifying Traditional Time and Schedule Requirements
Overcoming Deterrents of High Tuition
Adapting-Adopting Instructional Technology
Cooperating with Other Institutions
Other.

CHAIRPERSON: John R. Valley
Educational Testing Service

COMMITTEE ON CONTINUING EDUCATION FOR OLDER ADULTS

Report 1978-79

The 1978 Report of the ACHE Committee on Continuing Education for Older Adults presented by the Chairperson, David T. Brigham, Bentley College, Waltham, Massachusetts, concentrated on an exchange-of-practice seminar for educators and would-be educators of older adults that was designed by the New England Gerontology Center and the University of Michigan and was to have been held October 8-10, 1978 at Portsmouth, New Hampshire. It was cancelled due to insufficient registration. The survey replies attached to the report at the Ft. Worth ACHE meeting were turned over to the new Committee for evaluation. There continued an insufficient demand for a national meeting as evidenced by the survey results; therefore, the 1979 Committee sought different outlets of action for the year.

The 1979 ACHE Committee elected to concentrate on the following project: A meeting to share practices and materials was scheduled to precede the ACHE Region VII Annual Meeting in Atlanta, Georgia, April 25, 1979. Invitations were sent to 35 colleges and universities. Ten adult educators representing four states, Louisiana, Georgia, South Carolina, and Florida, responded. The trading of materials and a lively discussion of practices was held concerning continuing education practices of older adults. (These materials will be transmitted to the new 1980 Chairperson.)

The Chair announced to the Atlanta Region VII Conference and encouraged those interested to attend and support the 28th Annual Southern Conference on Gerontology scheduled for St. Petersburg, Florida, May 15-18, 1979. The Conference was attended by 150 persons from 14 states of the Southeastern part of the United States. The Conference was sponsored by the Center of Applied Gerontology, University of South Florida, Tampa, Florida, the Center for Gerontological Studies, University of Florida, and the State of Florida, Program Office on Aging, Tallahassee, Florida.

One of the Conference's main speakers was Wilma T. Donohue, Director, International Center for Social Gerontology. The main thrust of the Conference concerned itself with the Legal Problems of the Elderly. Also at the Annual Conference independent plans were formulated for the formation of the Southern Gerontology Society (SGS) covering 14 southern states and plans were initiated for the February 1980 SGS meeting to be in Atlanta, Georgia. Dr. Carter C. Osterbind, Director of Center for Gerontological Studies, University of Florida, Gainesville, Florida, is the new SGS President; Dr. Barbara Payne, Sociology Department, Georgia State University, Atlanta, Georgia, is the new Vice President of SGS.

Proceedings of the May 1979 Southern Conference on Gerontology will be published at a later date and will be forwarded to the 1980 ACHE Chairperson of the Committee on Continuing Education for Older Adults.

If any ACHE member has any questions concerning these matters, you may correspond directly with the 1979 Chair by addressing your questions to me c/o Administrative Services Office, Manatee Junior College, P.O. Box 1849, Bradenton, Florida 33506.

CHAIRPERSON: Kermit K. Johnson
Manatee Junior College

APPENDIX I

PROFESSIONAL STAFF DEVELOPMENT COMMITTEE

Report 1978-79

The Professional Staff Development Committee, a standing committee established by the Board of ACHE, completed its second full year of operation.

The year was devoted to compiling and printing the list of ACHE members who responded to the mailing conducted last year. At that time members were asked to list their areas of expertise to be included in a directory. The booklet, *Resource Contacts*, was completed in February 1979 and mailed to all members of ACHE. It contains a listing of persons by resource areas and an alphabetical listing of ACHE members who responded with their addresses and phone numbers. The committee hopes that if another directory is printed in the future, we will have more participation from the membership. If anyone did not receive the directory, limited copies are available and can be obtained by writing: Sam C. Bills, University Evening School, The University of Tennessee, Knoxville, Tennessee 37916.

The new chairperson for this committee will be Gary Norsworthy of Auburn University in Montgomery. I am sure he would welcome any suggestions you might have for the future direction of this committee.

CHAIRPERSON: Sam C. Bills
The University of Tennessee, Knoxville

Committee Members:

Robert E. Grimes, The Loop College
Daniel J. Kuchta, The University of Tennessee, Knoxville
Larry D. Lauer, Texas Christian University
Gary F. Norsworthy, Auburn University - Montgomery
Christopher J. Stoy, University of Southern California

APPENDIX J

PUBLIC INFORMATION COMMITTEE

Report 1978-79

The Public Information (PI) Committee of ACHE held four scheduled meetings during the year (January, March, May and June) and several Ad Hoc meetings. The activities included both promotional and representative aspects of PI.

The promotional aspects included the review and coordination of changes of the basic ACHE brochure with Jim Jackson, Chairperson of the Membership Committee and the subsequent putting together and publication of the new brown ACHE brochure by Howell McGee--colored to differentiate from the old blue brochure. It was noted in the PI mid-year Committee report that the ACHE Brochure has been widely complimented and our fellow colleagues with NUEA and AAUA have already commented that it is the kind of promotional piece (by format) that they should have. I believe Howell McGee should take a bow in the design format of the ACHE Brochure!

As a result of our Committee meetings in January and March and telephone coordination with our President, Pete Popham, Executive Vice-President, Howell McGee and Jim Jackson, Chairman of the Membership Committee, we prepared a general advertisement supporting the regional meetings and soliciting membership interest. This ad, appeared in the April 6 issue of the "Chronicle of Higher Education". During the spring, Howell McGee provided some copies of the ACHE logo for promotional use similar to what was done last year.

As a result of the meetings held in May and June, an advertisement was prepared in support of the National Meeting in Toronto. This advertisement was placed for the fall and appeared in the October 1st issue of the "Chronicle of Higher Education".

In respect to representative activities, some of the Committee members participated in the Region V Regional Meeting held at Ocean City on April 19th and 20th. The PI Committee Chair also participated during the month of February with Dr. Richard Robbins in the ACHE accreditation visitation to the Delaware Technical and Community College and prepared the report of the visit for forwarding to National Headquarters by the Team Chairman. In April (9-12) the PI Committee Chair represented the Association at the World Wide Armed Forces Conference held at the University of Maryland at College Park, Maryland.

Finally, as I step down from chairing the PI Committee for three terms, I wish to thank the Committee Members for their work, time and diligence in the PI effort. This is particularly true since some are Committee Chairpersons, themselves, and often appear as members on others.

CHAIRPERSON: Douglas H. Carter
George Washington University

Committee Members:
Alvin C. Jensen, George Washington University
William F. Lanier, University of Virginia
Wayne L. Whelan, The University of Tennessee, Knoxville
Frederick M. Burgess (Emeritus), Villanova University

ANNUAL REPORT
CONTINUING HIGHER EDUCATION
A Publication of the Association

President Popham....
The Publications Committee....
The Officers and Board....
Executive Secretary McGee....
and especially The Reverend Father Baumann....All had a plan for *Continuing Higher Education* in 1979

With the help of Tommy Thompson and Marliene Froke, my wife, we tried to carry it out with the good wishes of Penn State, the publication's host institution.

The design of the publication is simple; text and white space for readability; repetition of key paragraphs in bold type for emphasis. We don't have enough money for special graphics and pictures.

The content is intended to reflect your interests in continuing higher education in such areas as administration, programming, students, and the Association. If there is a positive tone to the publication, it is intended. The editorial slant of *Continuing Higher Education* is that continuing higher education is good, and that it is doing well, thank you.

The style of writing is a cross between a magazine and a journal. If there are footnotes, they are printed; they are not held against the author.

At first there were not many manuscripts, so we urged our friends and colleagues to write as we built a procedure for getting manuscripts. If you saw in the first issues too many Penn State authors, your eyes were not deceiving you. However, the manuscript procedure is now in place; we now have some other good manuscripts from across the continent. The one you plan to send next month will be even better.

Marliene and I enjoy editing *CHE* with you. We have done four issues. The first was 16 pages; the others have been 20,24, and 28. Most will be 24 from now on.

We hope that you have liked Volume 27 of the publication, and that Volume 28 will be even better for you. If *CHE* meets your needs--or at least one--you can thank some of the folks who are mentioned at the top of the page. If it doesn't, blame Marliene.

Marlowe Froke
Editor

Penn State
November 1979

APPENDIX L

COMMITTEE ON QUALITY IN EDUCATION

Report 1978-79

The purpose of the ACHE Committee on Quality in Education is to assist the Association in its goals of quality in higher education. Its goals are to: (1) seek out and report on misleading, bogus and detrimental activities of purported higher education: (2) recommend appropriate action to the ACHE Board; and (3) cooperate and seek support of others to eliminate degree mills.

The first four years of the Committee's activity consisted of accumulating numerous reports and articles related to degree granting abuses. A detailed position paper, "Degree Granting Abuses", was distributed at the 39th Annual Convention in Montreal. A summary of the position paper was printed in ACHE's publication *Continuing Higher Education*.

Although numerous degree granting abuses persist, it is gratifying to note that hundreds of questionable institutions have been forced to "close their doors" in the last five years. Florida, Indiana and Illinois are among the many states that acknowledged the problem and took the necessary action to reduce the problem. On the other hand, educators and government officials remain impotent in states such as California where questionable educational practices can still thrive.

Efforts in the past twelve months have concentrated on:

1. Continuation of monitoring new questionable degree granting practices;
2. Assembling information of high quality nontraditional degree programs.

With the reduction in bogus degrees in many states, the committee plans to explore other directions in our concern for quality. The new areas of focus will be off-campus programs and experiential learning.

CHAIRPERSON: Lee Porter
Roosevelt University

APPENDIX M

COMMITTEE ON REGIONS

Report 1978-79

Following last year's annual meeting, President "Pete" Popham wrote to the chairs of three committees: Membership Development, Public Relations and the Regions, exhorting us to work in close liaison with one another for the betterment of all. This direction resulted in a lively exchange of correspondence between the chairpersons and I dare to believe that some positive things were accomplished as a result.

Several mailings were sent to the Regional Chairpersons during the year seeking information about Regional Activities, exchanging some information and offering assistance to the Regions. The responses were mixed as one might expect. Nonetheless there was a continuity of communication.

Budgetary limitations did not permit a meeting of the Committee on Regions nor attendance by the chair at any other than his own regional meeting.

With the advent of "5 Minutes with ACHE" and its quite good coverage of regional events, no attempt was made to continue a regional newsletter. This was a calculated judgement on the part of the chair which may or may not have been a good decision. It is addressed in the survey noted below.

As we approached the end of another ACHE year, the chair decided to survey the Regional Chairpersons about their perceptions of several items. These questionnaires were responded to by six Regional Chairpersons and I wish to thank them for the courtesy.

Item one asked about the current regional boundaries. Four of the six respondents indicated that the current boundaries were satisfactory while two indicated problems, i.e., in the Far West and Northeast.

An item soliciting responses on the future role of the Committee on Regions drew a mixed response including:

"Regions are very much on their own"
"Communications from National Officers are inadequate"
"Need to re-district the Western Region or develop creative membership drive plans."
"Help resolve disputes between and among regions."
"Strengthen membership"
"Give greater support to new members"
"Promote mid-year (Regional) conferences."

Finally, the question of a regional newsletter was addressed. Five respondents indicated they felt it was unnecessary given the present publications while one felt a regional newsletter "could be a useful communications device".

In conclusion, it would seem that a strong linkage between the regions and the national organization is very much needed and desired. Whether or not this linkage can be achieved by the present structure is a question that must receive very serious consideration by the Board and the membership.

CHAIRPERSON: William T. Tracy
St. Ambrose College

Committee Members:

David T. Brigham, Bentley College
Constance M. Scott, Rider College
Nicholas E. Kolb, The Johns Hopkins University
Lee Porter, Roosevelt University
Coy F. Hollis, University of Alabama
James M. Young, Washburn University of Topeka
Christopher Stoy, University of Southern California
Robert E. Pennock, Russell Sage College
Anita Pescow, Hofstra University
William T. Tracy, St. Ambrose College

APPENDIX N

RESEARCH COMMITTEE

Report 1978-79

The major task of the Research Committee continues to be the updating of William A. Hoppe's book entitled *Policies and Practices in Evening Colleges, 1971* in order to provide an authentic resource bank for continuing education administrators, staff, researchers, students, and teachers.

Requests have been received and/or agreements made concerning the coordination of our research efforts with the National University Extension Association (NUEA), the Adult Education Association of the United States of America (AEA), Case Western Reserve University, Purdue University, the New England Board of Higher Education (NEBHE), and Columbia University. This coordination has caused some slippage in the Research Committee's timetable.

The most suitable publisher seems to be New Viewpoints, a division of Franklin Watts, Fifth Avenue, New York. Franklin Watts has been in contact with the Chair of the Research Committee for almost a year and on July 10, 1979, reiterated their interest in publishing the new book which will probably be entitled *Policies and Practices in Continuing Higher Education*. This publisher will provide an advance payment upon the receipt of a contract, will be responsible for production and sales, and will coordinate the marketing with the Association of Continuing Higher Education.

The final questionnaire is now complete and will be mailed to the ACHE membership as soon as a new mailing list is received from the Executive Secretary.

Coordination between the Research Committee and the Nontraditional Education Committee has been assured by making the Chair of the Research Committee a member of the Nontraditional Education Committee.

CHAIRPERSON: Daniel F. Riva
Rollins College

Committee Members:

William A. Brotherton, Memphis State University
John H. Fixl, King's College
Curtis H. Moore, Rockford College
Mercedes M. Uzzell, Norfolk State College

COMMITTEE ON STUDENT RELATIONS

Report 1978-79

The Committee on Student Relations has spent this year considering non-programmatic student concerns. As institutions expand their efforts to attract and provide instruction for greater numbers of part-time students, we hope that they will be encouraged to consider the whole experience of such students. Colleges and universities should be encouraged to ask themselves such questions as:

> Are we treating all of our students equally?
>
> Do all students here have access to all of the support services necessary for them to derive the most from their education?
>
> Do all students here have input to governance and decision-making on the campus?

The Committee on Student Relations suggests that groups such as ACHE can play an important role in advocating appropriate services for part-time students. We would like to recommend that the membership approve two things:

A Study of Services to Part-Time Students

It might be appropriate for ACHE to recommend that member institutions, and other continuing education providers, work toward assuring that part-time evening students have access to certain services. Before such a recommendation might be framed, however, we would like to know the state of the art in ACHE member colleges.

We therefore suggest that the 1980 Committee on Student Relations survey member institutions to ask whether they provide certain services, and how important they think it is that such services be available to part-time evening students. Items that might be included on the list are: counseling and advisement services during evening hours, evening financial aid counseling, evening library hours, evening food services, newsletters or newspapers for evening part-time students, evening veterans' counseling, evening remedial and tutorial assistance, evening student orientation, orientation for faculty who will be teaching adults, easy access to transcript and registration services, access to recreational facilities, etc.

Results of the survey might be presented at the 1980 ACHE conference, with a proposal for an appropriate position statement.

A Position Statement on Evening Student Associations

We recommend that ACHE adopt a statement encouraging colleges to foster the growth of evening student associations.

Evening student organizations foster the opportunity for part-time students to participate fully in the life of the college and to be a part of the decision-making process that affects them. We suggest that the following be voted on by the membership and publicized as an important professional standard for ACHE members:

The Association for Continuing Higher Education recommends that providers of education for adult part-time students, particularly those institutions which are ACHE members, actively foster the growth of organizations which will represent the desires of such students.

CHAIRPERSON: Dawn Cooper
Tompkins Cortland Community College

Committee Members:

Paul Betz, St. Joseph's University
Noel Bishop, Quinnipiac College
Al Polizzi, Monroe Community College

SOME POTENTIAL QUESTIONS

ACADEMIC SERVICES

1. Does your college offer the entire sequence of courses leading to a degree, during evening hours?

   If your college does not offer, during evening hours, the courses leading to all of the degrees which your college is authorized to grant, please indicate what percentage of degree programs you can make available to students during the evening hours.

2. Is academic advisement available to students during evening hours?

3. Are mediated instructional materials equally available to evening students as to day students on your campus?

4. Is your library available to part-time students during evening and weekend hours?

5. Does your college offer instruction at one or more off-campus extension centers?

6. Does your campus offer an organized transitional program for new adult students?

7. Do you have an academic probation system for your evening students?

   If so, is it the same as that for your full-time students?

ADMISSIONS AND REGISTRATION

8. Are part-time students required to matriculate before they can register for courses at your college?

9. Are part-time students permitted to register before full-time students?

   At the same time as full-time students register?

   Or not until after full-time students have registered each semester?

10. Is your Registrar's Office open during the evening on a regular basis?

OTHER STUDENT SERVICES

11. Is your college's Business Office regularly open during evening hours?

12. Does your college have loan programs for evening (part-time) students?

13. Does your college have financial aid programs available to evening (part-time) students?

14. Are personal and/or vocational counseling available during evening hours?

15. Are the services of your job placement office available to evening students?

16. Do evening students have parking privileges equal to those available to day-time, full-time students?

17. Does your college offer child care during the evening?

18. Are student health services available to evening students?

19. Is your college bookstore regularly open during evening hours?

20. Is your campus food service generally open during evening hours?

21. Does your campus have an organized student government for part-time students?

22. Is there, on your campus, regularly published, an evening student newsletter or newspaper?

23. Does your campus offer social activities especially tailored to part-time students' needs and schedules?

24. Are cultural events on your campus open to part-time students?

FACULTY

25. Does your college provide for orientation of staff who teach during evening hours?

If the answer is yes, please mark all levels of activity which regularly occur as part of your orientation process:

Discussion of administrative procedures

Discussion of instructional technologies

Discussion of instructional strategies

Other____

26. Does your college have a formal evaluation system for faculty who teach during evening hours?

27. Are evening faculty regularly invited to departmental meetings on your campus?

28. Does your college have a handbook for part-time instructional staff?

APPENDIX P

FINANCE COMMITTEE

ASSOCIATION FOR CONTINUING HIGHER EDUCATION

1979-80 Budget

		Budgeted 1978-79	Receipts 1978-79	Budget 1979-80
Balance on Hand		$ 8,742.19		$ 7,910.26
INCOME:				
Institutional & Affiliate Dues		$31,800.00	$30,425.70	$31,950.00
Professional Dues		5,750.00	5,500.76	6,150.00
Contributing Dues		625.00	500.00	225.00
Miscellaneous:		2,600.00	2,446.50	1,300.00
1978-79 Receipts				
Convention income	$1,150.00			
CHE	336.50			
Proceedings	232.00			
Other publications	228.00			
Application fees	500.00			
	$2,446.50			
Interest		1,825.00	2,236.82	2,500.00
Income Total		$42,600.00	$41,109.78	$42,125.00
TOTAL		$51,342.19		$50,035.26

EXPENSES:	Budgeted 1978-79	Expenditures 1978-79	Budget 1979-80
Publications			
CHE	$ 4,500.00	$ 4,501.10	$ 4,800.00
Proceedings	3,000.00	2,650.00	2,700.00
Directories	1,750.00	1,508.20	1,750.00
Brochure & Constitution	500.00	683.50	400.00
5 Minutes	500.00	353.70	500.00
Miscellaneous	100.00	--	200.00
Total	$10,350.00	$ 9,696.50	$10,350.00
Office Expenses			
Secretarial	$ 5,100.00	$ 4,438.12	$ 2,000.00
Reimbursement to OU	6,000.00	6,000.00	--
Printing & Duplicating	1,000.00	960.92	1,200.00
Equipment rental	300.00	264.00	--
Awards & Certificates	--	--	300.00
Communication	1,300.00	1,228.56	1,500.00
Audit	150.00	100.00	200.00
Bond	--	--	200.00
Supplies	600.00	473.63	700.00
Miscellaneous	200.00	33.31	200.00
Total	$14,650.00	$13,498.54	$ 6,300.00

	Budgeted 1978-79	Expenditures 1978-79	Budget 1979-80
Travel			
General (Visitation $1,000.34)	$ 6,000.00	$ 4,625.36	$ 6,000.00
Midyear Board Meeting	3,700.00	3,866.51	4,000.00
Program (Speakers)	750.00	--	750.00
Committee	3,000.00	2,482.67	3,500.00
Executive Committee	1,300.00	921.09	1,300.00
Total	$14,750.00	$11,895.63	$15,550.00
Board of Directors			
Annual Meeting	$ 600.00	$ 524.80	$ 700.00
Midyear Meeting	400.00	400.00	500.00
Total	$ 1,000.00	$ 924.80	$ 1,200.00
Annual Meeting			
Program (Honoraria for Non-ACHE Speakers)	$ 1,500.00	$ 888.09	$ 1,500.00
Total	$ 1,500.00	$ 888.09	$ 1,500.00
Committee Expenses			
General	$ 3,600.00	$ 895.57	$ 5,000.00
Joint Report	500.00	--	800.00
Total	$ 4,100.00	$ 895.57	$ 5,800.00
Dues			
ACE	$ 840.00	$ 840.00	$ --
CAEO	100.00	200.00	100.00
Other	--	--	300.00
Total	$ 940.00	$ 1,040.00	$ 400.00
Honoraria			
Editor - CHE	$ 1,200.00	$ 1,200.00	$ 1,200.00
Executive Vice-President	2,400.00	2,400.00	2,400.00
Consultant	--	--	3,000.00
Total	$ 3,600.00	$ 3,600.00	$ 6,600.00
Closing of Norman Office			
Secretarial salary, machine rental, duplication, communications, and supplies	--	--	$ 1,500.00
Total			$ 1,500.00
Presidential Expenses (Includes Pres.-elect)	$ 350.00	$ 162.22	$ 500.00
Contingency	102.19	--	335.26
Total	$ 452.19	$ 162.22	$ 835.26
TOTAL	$51,342.19	$42,601.35	$50,035.26

CHAIRPERSON: Earl E. Ehly
Temple University

NOMINATING COMMITTEE

Report 1978-79

The five-person Committee was appointed in mid September, 1978 by President Dr. Lewis (Pete) C. Popham, 3rd. No two members of the committee were from the same region.

The Committee used the form designed by the 1978 Nominations Committee and made it available through the Newsletter on two separate occasions. The Committee received nine nominations for President-Elect, and 12 for the vacancies on the Board of Directors.

The Committee met in session on April 26 in Chicago and reviewed carefully the nomination petitions. After the selections were made contact was made with those selected to secure their acceptance of the nomination. At the close of the day all positions had been filled with a nominee.

The Nominating Committee, therefore, presents the following slate of nominees:

For President-Elect - Dr. Frank E. Funk

Dr. Funk is Dean of University College of Syracuse University (1970---). He was Assistant Dean from 1965 to 1970. In addition, he has been Director of Continuing Education for the University since 1973 and is an Associate Professor. His doctorate was earned from Purdue in 1956.

He has been a member of AUEC/ACHE since 1961 (Syracuse became an institutional member in 1946). He has served the Association in the following capacities: Chairperson, Region II, 1973-74; ACHE Board of Directors, 1973-76; Member, Program Committee 1977-78, 1978-79; Chairperson, Ad Hoc Committee on Grants and Awards 1977-78; Chairperson, Nominating Committee 1978-79; and Chairperson, Program Committee 1979-80 (Toronto).

Dr. Funk also served as an NUEA member on the Joint ACHE/NUEA AACSB Committee 1976-77, and is presently a member of NUEA's CLASCE Committee, having served on several other NUEA committees. He was President of the University Council on Education for Public Responsibility 1972-73. He is the National Councilor for Beta Delta Chapter, Alpha Sigma Lambda, served as Chairperson of the Constitutional Revision Committee 1978-79, and presently is a member of the Associate Degree Committee.

For Director-at-Large for a Three-year Term - Dr. Louis E. Philips

Prior to assuming his present position as Director of Continuing Education at Furman University, Greenville, s. C. in 1973, he was Director of Evening Classes at the University of Georgia. His background includes six years in industry and two years as Assistant Director of a technical school. A member of ACHE since 1969, he has served as the Chairman of Region VII; Chairman of the Membership Development Committee, 1973-76; Chairman of the Committee on the Professions, 1976-78; and has served on ACHE visitation committees to seven institutions. He served as a permanent consultant to the National Task Force on the CEU and was instrumental in the development of the national CEU guidelines. Currently, he serves as coeditor of the Forum for Continuing Education, published by Prentice-Hall and as a member of the American Nurses Association National Accreditation Board. He has served as a consultant to colleges and universities and professional associations. Recognized as an authority on mandatory continuing education for the professions, his research and writings have appeared in a variety of publicationa and books, including *The Chronicle of Higher Education*, *The New York Times*, *The Yearbook of Adult and Continuing Education*, *The Australian Journal of Adult Education*, *Association Management* and others. He also founded the South Carolina Association for Higher Continuing Education and served as its first president.

For Director-at-Large for a Three-year Term - Dr. Richard A. Kaplowitz

He is presently Dean of Continuing Education at Merrimack College, North Andover, Mass. Previously, he served as Director of Adult Education and Special Programs (and as Founding Director of The Weekend College) at C. W. Post Center, Long Island University; and, as Special Assistant to the Dean, for Academic Administration, at University College, Rutgers University. He has been a member of AUEC/ACHE since 1970, and has served for those nine years as the Institutional Representative of the three institutions noted above, in each of three different Regions. He has also served the Association as a Presenter at both Regional and National meetings; as a member of Program Planning Committees; as a member of the Nominating and Publications Committees; and, as a member of the Committee on the Future of the ACHE.

CHAIRPERSON: Curtis H. Moore
Rockford College

Committee Members:

Edward J. Bauman, formerly St. Ambrose College
John J. Burns, University of Scranton
Henry R. Malecki, Loyola University of Chicago
Richard A. Kaplowitz, Merrimack College

ACHE OFFICERS

1978-79

EXECUTIVE

President
Lewis C. Popham, 3rd, State University of New York at Oswego

President-Elect
Gail A. Nelcamp, University of Cincinnati

Executive Vice-President
Howell W. McGee, University of Oklahoma

Executive Vice-President-Elect
William D. Barton, University of Tennessee, Knoxville

Immediate Past President
James R. McBride, Canadian Bureau for International Education

DIRECTORS AT LARGE

Elected 1976
Stanley J. Gwiazda, Drexel University
Richard M. Lipp, University of New Haven

Elected 1977
Herman D. Phelps, East Carolina University

Elected 1978
Charles P. Bruderle, Villanova University
Leslie S. Jacobson, Brooklyn College of CUNY
Wayne L. Whelan, The University of Tennessee, Knoxville

EDITORS

Continuing Higher Education
Marlowe Froke, The Pennsylvania State University

ACHE Proceedings
Josephine P. Meeker, Brock University

PROGRAM COMMITTEE

Chairperson
Frank Funk, Syracuse University
Members
Sam C. Bills, The University of Tennessee, Knoxville
Leslie S. Jacobson, Brooklyn College of CUNY
Robert E. Pennock, Russell Sage College
Lee Porter, Roosevelt University
Doug Potvin, Concordia University
Constance M. Scott, Rider College
Joseph H. Strain, Suffolk University
Roman J. Verhaalen, The Johns Hopkins University
James M. Young, Washburn University of Topeka
Ex-officio
Lewis C. Popham, 3rd, President ACHE
E. M. Gruetzner, Chairperson, Local Arrangements Committee
Josephine P. Meeker, Editor, Proceedings

LOCAL ARRANGEMENTS COMMITTEE

Chairperson
E. M. Gruetzner, University of Toronto
Members
Grace A. Bray, University of Toronto
Lloyd R. Duncan, York University
W. Janischewskyj, University of Toronto
George Leonidas, University of Toronto
Ken MacKeracher, Ryerson Polytechnical Institute
Ex-officio
Lewis C. Popham, 3rd, President ACHE
Frank Funk, Chairperson, Program Committee

APPENDIX R

ROLL OF PAST PRESIDENTS AND ANNUAL MEETINGS

YEAR	PLACE OF MEETING	PRESIDENT	SCHOOL
1939	New York City	Vincent H. Drufner	University of Cincinnati
1940	Omaha	A. Caswell Ellis (acting for Drufner, deceased)	Cleveland College
1941	Cleveland	A. Caswell Ellis	Cleveland College
1942	Buffalo	George Sparks (acting for A.L.Boeck, resigned)	Georgia State University
1943	Chicago	George Sparks	Georgia State University
1944	Pittsburgh	Norman P. Auburn	University of Cincinnati
1945	Philadelphia	Lewis Froman	University of Buffalo
1946	New York City	Henry C. Mills	University of Rochester
1947	Minneapolis	F. W. Stamm	University of Louisville
1948	New Orleans	Rollin B. Posey	Northwestern University
1949	Cincinnati	Herbert Hunsaker	Cleveland College
1950	Denver	Frank R. Neuffer	University of Cincinnati
1951	Detroit	Robert A. Love	City College of New York
1952	Atlanta	Cortell K. Holsapple	Texas Christian University
1953	St. Louis	Henry Wirtenberger, S.J.	Cleveland College
1954	Milwaukee	Willis H. Reals	Washington University
1955	New Orleans	John P. Dyer	Tulane University
1956	New York City	George A. Parkinson	University of Wisconsin
1957	Montreal	William H. Conley	Marquette University
1958	Louisville	Alexander Charters	Syracuse University
1959	Pittsburgh	Richard A. Mumma	Johns Hopkins University
1960	San Francisco	Kenneth W. Riddle	Drexel Institute of Technology
1961	Cleveland	Richard A. Matre	Loyola of Chicago
1962	Miami	Daniel R. Lang	Northwestern University
1963	Boston	Richard Deters, S. J.	Xavier University
1964	St. Louis	Earnest S. Bradenburg	Drury College
1965	Dallas	Ralph C. Kendall	University of Toledo
1966	Buffalo	Robert F. Berner	State University of New York - Buffalo
1967	New Orleans	Ernest F. McMahon	Rutgers University
1968	San Francisco	William Huffman	University of Louisville
1969	Washington, D. C.	Raymond P. Witte	Loyola of New Orleans

1970	Montreal	Clarence Thompson	Drake University
1971	Des Moines	Joseph P. Goddard	University of Tennessee
1972	New York City	William T. Utley	University of nebraska
1973	Chicago	Hyman Lichtenstein	Hofstra University
1974	New Orleans	Carl H. Elliott	Tri-State University
1975	Salt Lake City	Alban F. Varnado	University of New Orleans
1976	Philadelphia	Richard Robbins	Johns Hopkins University
1977	Montreal	William Barton	University of Tennessee
1978	Fort Worth	James R. McBride	Canadian Bureau for International Education
1979	Toronto	Lewis C. Popham, 3rd	State University of New York, Oswego

CITATIONS FOR LEADERSHIP

YEAR	PLACE OF MEETING	RECIPIENT
1965	Dallas	Alexander Liveright
1966	Buffalo	Cyril O. Houle
1967	New Orleans	John P. Dyer
1968	San Francisco	Frank R. Neuffer
1969	Washington, D. C.	Edwin H. Spengler
1970	Montreal	Daniel R. Lang Richard T. Deters
1971	Des Moines	Howell W. McGee
1972	New York	Robert F. Berner
1973	Chicago	Alexander N. Charters Ernest E. McMahon
1974	New Orleans	(No award given)
1975	Salt Lake City	Paul Sheats
1976	Philadelphia	(No award given)
1977	Montreal	(No award given)
1978	Fort Worth	John B. Ervin
1979	Toronto	J. Roby Kidd